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ABSTRACT

The Citizen Bee is a national competition for high school students sponsored by the Close Up Foundation. The main guide is a survey of U.S. history, culture, government, economics, and geography addressed to students and designed to prepare them for that competition. The guide is divided into 13 chapters: (1) "The Revolutionary Spirit," (2) "A Nation Emerges," (3) "Triumph of the Nation," (4) "An Era of Reform," (5) "Emergence as a World Power," (6) "The Sixties and After," (7) "The Constitution," (8) "The Legislative Branch," (9) "The Executive Branch," (10) "The Judicial Branch," (11) "The Electoral Process," (12) "Principles and Practice" (concerning economics), and (13) "America's Land and People." Each chapter opens with a short essay followed by 75 to 100 questions on the chapter topic, some of which are based on maps, charts, and graphs. Appendix 1 contains the U.S. Constitution. Appendix 2 points out aspects of U.S. political thought and government that students should be familiar with. A glossary and a 29-item bibliography are also included. Students entering the competition are responsible for knowing all the information presented in the book; they must also read and understand the information in the appendices, locate the 50 states and their capitals on a map of the United States, and locate all nations mentioned in the book on a map of the world. While intended for those entering the competition, the guide could be used by any student studying the United States. The Coordinator's and Teacher's Guide accompanying the student book provides information for coordinating the competition at the school level and for helping students prepare. The rules of the competition are provided and the format is explained. Suggestions are offered regarding activities and learning strategies to help prepare students, and a teaching guide and answer key to all the questions asked in the student's book. (JD)

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The Citizen Bee Guide to American Studies

Second Edition

Close Up Foundation

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The Close Up Foundation was established in 1970 to encourage a better understanding of our government. Since that time, Close Up has engaged in a variety of activities, from bringing students and teachers to Washington for weeklong government studies programs to sponsoring programs such as the Citizen Bee. The Foundation is nonprofit and nonpartisan. It has no affiliation with any branch of government, political party, or interest group.

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To the Student

What You Need to Know for the Citizen Bee

The Citizen Bee Guide to American Studies is a survey of American history, culture, government, economics, and geography that prepares you for participation in the Citizen Bee, a national competition sponsored by Close Up Foundation. For the Citizen Bee competition, you will be responsible for knowing all the information presented in the questions and answers in this book. Questions may be asked in a different form in the competition. For example, one part of a matching question may be used as a separate question in the competition. You also will be asked to apply information presented in this book to new situations, both real and hypothetical. Questions using hypothetical situations are included to help you become familiar with this format.

In addition, you will be responsible for understanding all vocabulary terms used in the text and in the glossary. Terms that appear in boldface are defined in the glossary, but you should consult a dictionary or textbook for other terms with which you are unfamiliar.

In studying for the competition, you should understand the logic used to determine the correct answers. You will be responsible for understanding *all* the terms and concepts presented in multiple choice questions, not just the correct answer.

You will be expected to know the information presented in the chapter essays, photos and photo captions, charts, graphs, and maps. In addition, participants in the Citizen Bee should be familiar with the most current rules of the competition.

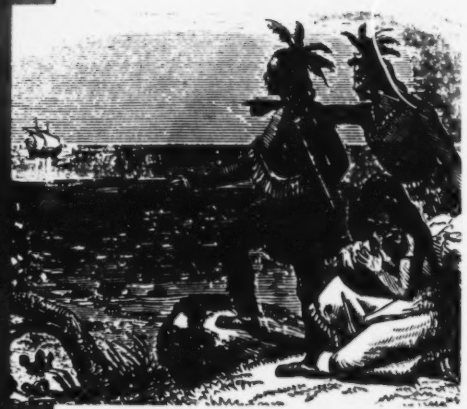
Students enrolled in the Citizen Bee competition also are required to:

- read and understand the information in *Appendix 1: The U.S. Constitution*;
- read and understand the information in *Appendix 2: Knowledge of American Political Thought* and *Knowledge of Government*;
- locate the fifty states and their capitals on a map of the United States; and
- locate all nations mentioned in the book on a map of the world.

M

Beschreibung deß Vorgebürgs Flo- I.
rida/ da die Frantzosen anzufahren pflegen/ welches von
jhnen das Frantzösische Vorgebürg ge-
nannt wurde.

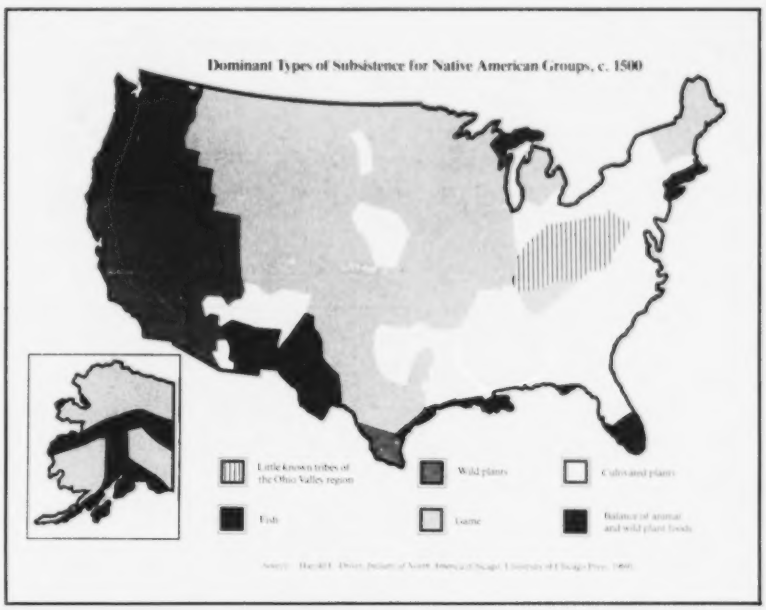
Als die Frantzosen das erste mahl in die Landschafft Floridam
geschifft/ sind sie an das Vorgebürg/ recht sonderlich hoch (dann das Ufer eben/
und mit sehr hohen Bäumen bewachsen war) angelendet/ welches dem Frantzösi-
schen Königreich zu Ehren/ das Frantzösische Vorgebürg/ von dem Schiffsherren/
genannt worden/ Vngefehrlich dreyssig gradus weit vom Æquatore unterschieden.
Von dannen/ als sie an dem Mittächtischen Ort her gefahren/ haben sie ein breites
und tieffes Wasser antroffen/ den weichen Eingang sie ire Anker eingetrieben/ biß daß sie es folgenden
Tages desto besser beschauwen möchten. In der andern Schiffahrt hat der Herr Landsmutter diesen
Fluß den Delphinerbach genannt/ darumb er in denselbigen viel Delphin schwimmen gesehen. Als sie
nun an das Gestade deß Wassers angefahren/ haben sie daselbst viel Indianer gefunden/ die sich da-
hin versamlet hatten/ daß sie freundlich und holdselig empfiengen/ Als sie denn auch mit der
That erfahren haben/ dann sie jhrem Obersten/ neben vielen geschenckten Hüten/ auch etzlichen/
daß sie jhm jhren König zeigen wolten/ der dann als mit jhnen nicht aufgebrochen/ sondern noch auf
unter gestürmeten Lorbeern und Dattelbäumen Blättern saß/ Welcher dem Ober-
sten eine Haut von mancherley Thieren/ als sie noch lebten/ sehr lu-
stig anzusehen schenckte.



Native American nations built structures that accommodated their varied cultures and economies. The buffalo hunters of the Great Plains, for example, led a nomadic life, and the tepee functioned as an easily portable form of shelter.

1. The ancient ancestors of Native Americans migrated to North America from Asia across what route?
2. What Native American nation began building dwellings into the sides of cliffs in the southwestern United States during the thirteenth century?
3. Based on your knowledge of where each of the following Native American nations lived in the sixteenth century, use the map below to determine their principal means of subsistence.

   A. Aleut
   B. Cheyenne
   C. Mohawk
   D. Navaho
   E. Paiute
   F. Seminole


Dominant Types of Subsistence for Native American Groups, c. 1500
Little-known tribes of the Ohio Valley region
Wild plants
Cultivated plants
Fish
Game
Balance of animal and wild plant foods

4. Identify each of the following Native Americans:

   A. This diplomatic chief helped form the Iroquois League in the sixteenth century, convincing the Mohawk, Seneca, Onondaga, Oneida, and Cayuga nations to cease fighting one another.

   B. After escaping from English enslavement in 1619, this member of the Pawtuxet nation acted as an interpreter and guide for Massachusetts Pilgrims.

   C. Called King Philip by colonists, this Wampanoag chief led Native American nations in a 1675-76 war that resulted in the devastation of twelve New England towns and the near extinction of the Wampanoag and Narragansett nations.

5. Name the Viking explorer credited with establishing the first European settlement in North America.

6. After Spain hired Christopher Columbus to find a western route to the Indies, this Genoese explorer inadvertently discovered the New World. Why did Spain want to find a more direct route to the Indies?
7. Who were the English "sea dogs" of the sixteenth century?
8. Name the Englishman who claimed the mid-Atlantic coast for England in the late 1500s and sponsored the colonization of Roanoke Island, a colony that survived less than five years before its residents mysteriously disappeared.
9. Name the sixteenth-century priest, nicknamed the "Apostle of the Indies," who fought to abolish Spanish enslavement of Native Americans.

Answer questions 10-12 based on information provided in the time line, "European Exploration of the New World."

European Exploration of the New World

1487–1499	Dias and da Gama sail around Africa to establish trade with the Orient and claim this route for Portugal
1492–1504	Columbus makes four voyages to the New World, claiming Cuba, Puerto Rico, and Jamaica for Spain
1497	Cabot explores the coast of Nova Scotia for England
1499	Vespucci explores the coast of South America and claims the land for Spain
1513	Ponce De Leon explores the coast of Florida for Spain
1519–1521	Cortes conquers Mexico for Spain
1519–1522	Magellan, hired by Spain to find a route to the East Indies, circumnavigates the world
1524	Verrazano explores the eastern coast of North America for France
1534–1536	Cartier explores North America's interior via the St. Lawrence River for France
1538	Estevanico and Fray Marcos de Niza lead an expedition from Mexico to the American Southwest for Spain, becoming the first to explore what is now New Mexico and Arizona
1539–1542	De Soto explores the interior of what is now the Southeastern United States for Spain
1540–1542	Coronado explores what is now the Southwestern United States, looking for the legendary Seven Cities of Gold for Spain
1577–1580	English sea dog Sir Francis Drake sails through the Strait of Magellan, steals gold and valuables from Spanish ships, and claims the northern coast of California for England
1603–1635	Champlain explores the coast of northern New England and Ontario and sails via the St. Lawrence River to Lake Champlain for France
1609	Hudson, the first Dutch explorer in the Americas, sails along the coast of North America to what is now Hudson River and Hudson Bay
1673	Marquette and Joliet canoe the upper Mississippi River valley, claiming that territory for France
1679–1682	La Salle explores the Mississippi River from Canada to New Orleans for France

10. What evidence on the time line supports each of the following claims?
    A. Spanish culture influenced the early development of the southwestern United States.
    B. French culture influenced the early development of the Mississippi Valley.

According to legend, Pocahontas (lower left) first acted as a mediator between her people and Virginia colonists when she prevented her father, Chief Powhatan, from executing John Smith, a Jamestown leader.

In 1609, Henry Hudson, a Dutch explorer, sailed along the Atlantic coast of North America searching for a Northwest Passage to the Orient.

John Winthrop, the first governor of the Massachusetts Bay Colony, envisioned the Puritan society as a model of an ideal Christian state, saying, "We must consider that we shall be as a City upon a Hill, the eyes of all people are upon us."

11. Why did the French and English seek a Northwest Passage to the Far East?

12. Which of the following conclusions is *not* supported by information on the time line?

    a. England resorted to piracy to make up for lost time in the race to gain riches from the New World.
    b. France was the first to colonize North America.
    c. Portugal did not support much early exploration of North America.
    d. Spain was the dominant European sea power in the sixteenth century.

13. Name the sixteenth-century outposts that Spain established in Florida and New Mexico to keep the French from colonizing Spanish territory.

14. Name two reasons why Roman Catholic priests Eusebio Kino and Junipero Serra spent many years in the New World establishing missions in Arizona and California.

15. What feature of early French colonial life may have contributed to their cooperation with Native Americans?

16. European countries colonized the New World in order to obtain the raw materials they needed to manufacture goods in Europe. The economic relationship in which colonies exist for the benefit of the mother country is called _____.

17. Name the joint stock company, founded in 1606, which established the first successful English colony in North America.

18. Name the explorer who saved the Jamestown colony from starvation and disease in 1608 by requiring each colonist to work for the good of the community rather than individual gain.

19. Because precious minerals and paper currency were not available in colonial Virginia, the colonists used what resource, introduced to the colony by John Rolfe in 1612, to pay wages, taxes, and fines?

20. During the voyage to the New World, the Pilgrims signed an agreement establishing self-government for the members of the new colony. What is this document called?

21. How did the Massachusetts Bay Colony respond when Roger Williams and Anne Hutchinson preached religious doctrine that differed from the beliefs held by the colony's leaders?

22. Name the author of the first book of poetry written in America (published in England in 1650), whose later poems depict the Puritans' devotion to God, home, and family?

23. The struggle between the individual and communal good in Puritan society was the subject of *The Scarlet Letter*. Who wrote this nineteenth-century novel?

24. Who defended the Salem witchcraft trials in his 1692 book, *The Wonders of the Invisible World*, writing that witches were "bewitching and ruining our land"?

25. *Historical claim*: The young New England girls who identified some of their neighbors as witches did so to get attention from their elders. Which of the following primary sources would be the best to use to evaluate this claim?

    a. diary of a woman accused of witchcraft
    b. diary of a girl who accused a person of being a witch
    c. newspaper account of the incident
    d. record of court proceedings

26. Why did England pass the Navigation Acts beginning in 1650?

27. Settlers who bound themselves in servitude for two to seven years to pay for passage across the Atlantic were called _____.

28. While slavery existed throughout the colonies in the seventeenth century, the institution became more embedded in the South. Why did colonial southerners think they needed a work force of slaves?

29. The first formal protest against slavery occurred in 1688, when members of what religious group signed an antislavery resolution in Germantown, Pennsylvania?

30. The Powhatan Confederacy, an association of approximately thirty small Native American nations who shared a similar language and culture, attacked Virginia colonies in 1622 and 1644. Which of the following statements explains why the Confederacy took this action?

    a. The Powhatan Confederacy needed access to the James River and Delaware Bay in order to trade with one another.
    b. The Powhatan Confederacy needed the land of the English settlers because of their rapid rate of population growth.
    c. The English colonists were settling on sizable portions of Powhatan land.
    d. The English colonists were taking over the tobacco trade upon which the Powhatans had depended.

31. In 1621, Peter Minuit bought Manhattan from the Native Americans for approximately twenty-four dollars' worth of goods. Colonists from which European country settled in this area?

32. Many colonists settled in communities in the New World where they could practice their religious beliefs without persecution. Identify each of the religious groups described below:

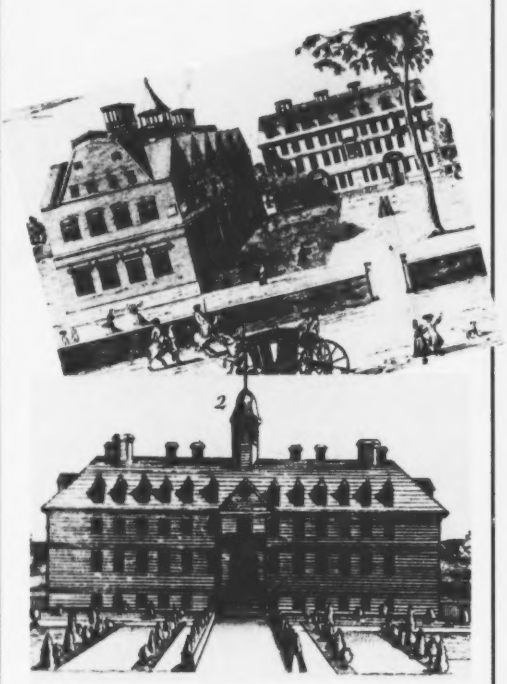
    A. Members of this group founded Plymouth Colony in 1620 and Massachusetts Bay Colony in 1630.

    B. George Calvert, the first Lord Baltimore, established Maryland as a refuge for this group in 1634.

    C. Asher Levy led twenty-three members of this religious group to settle in New Amsterdam in 1654.

    D. William Penn founded Pennsylvania in 1681 as a place for members of this religious group to escape persecution.

    E. Members of this group of Protestants emigrated to South Carolina in 1685 after Catholic France revoked its guarantee of religious tolerance.



Harvard College (top) and the College of William and Mary were the first two institutions of higher learning established in the English colonies. The Massachusetts Bay Colony founded Harvard in 1636 and the Jamestown Colony chartered William and Mary in 1693 in response to public concern about the shortage of educated ministers in the colonies.

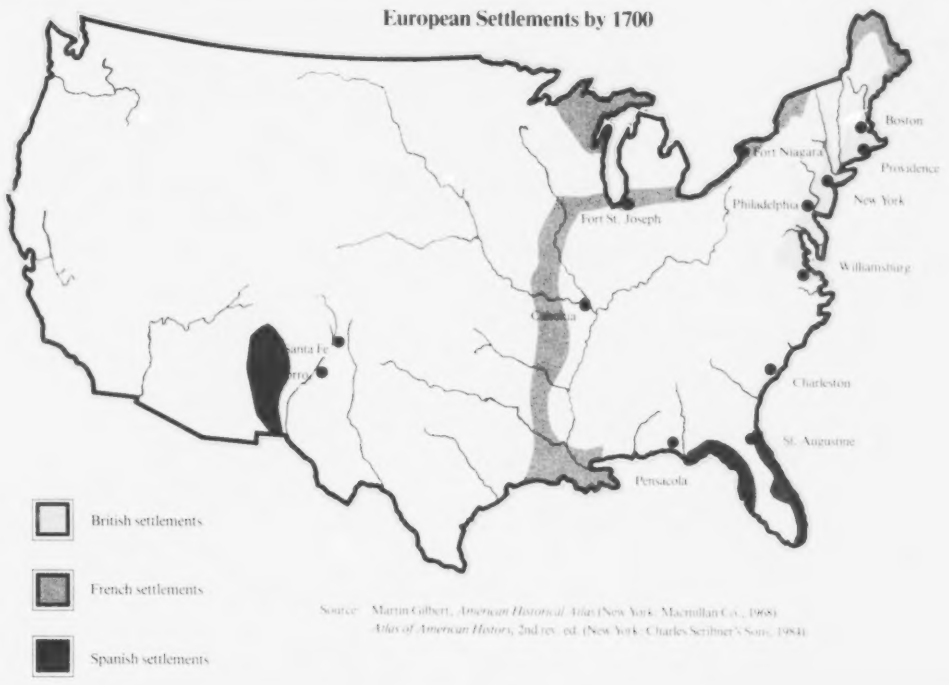
33. Why did James Oglethorpe found Georgia in 1732?

34. As settlers arrived in North America, they adapted their customs to their new environment. What type of housing structure did the Swedish settlers of Delaware introduce to the New World in 1638?

35. Because wood was the most common building material in the colonies, fire was a constant hazard. What service did Governor Peter Stuyvesant establish to protect New Amsterdam from being destroyed by fire?

36. Name the theologian who, in 1730, initiated the religious revival known as the Great Awakening.

Answer questions 37-38 based on the information included in the map, "European Settlements by 1700."



Source: Martin Gilbert, *American Historical Atlas* (New York: Macmillan Co., 1968)
Atlas of American History, 2nd rev. ed. (New York: Charles Scribner's Sons, 1984)

37. Which of the following conclusions can be drawn from this map?

    a. The Plymouth Company grew faster than the Virginia Company.
    b. The majority of settlers of the New World were English.
    c. Settlement was confined to within one hundred miles of major waterways.
    d. Native Americans encouraged the westward expansion of European settlement.

38. Settlers depended on waterways for food and transportation. Name the major body of water located near each of the settlements indicated on the map.

12

Answer questions 39-42 based on the following excerpt from a colonial court case.

> Power may justly be compared to a great river. While kept within its due bounds, it is both beautiful and useful. But when it overflows its banks, it is then too impetuous to be stemmed; it bears down all before it and brings destruction and desolation wherever it comes. . . .
>
> It is agreed upon by all men that this is a reign of liberty, and while men keep within the bounds of truth, I hope they may both speak and write their sentiments of the conduct of men in power . . . . Were this to be denied, then the next step may make them slaves. . . .
>
> The question before the court and you, gentlemen of the jury, is not of small or private concern, it is not the cause of a poor printer, nor of New York alone, which you are now trying. No! It may in its consequence affect every freeman that lives under a British government on the main of America. . . . It is the cause of liberty. . . . By an impartial and uncorrupt verdict you will have laid a noble foundation for securing to ourselves, our posterity, and our neighbors, that to which nature and the laws of our country have given us a right—the liberty, both of exposing and opposing arbitrary power . . . by speaking and writing the truth.

39. Which title best expresses the main idea of this passage?

    a. "How to Use Power"
    b. "In Defense of Printers"
    c. "Of Rivers and Powers"
    d. "Protecting Our Liberties"

40. According to the speaker, the question of the printer's guilt or innocence should rest upon:

    a. his rights as a public printer
    b. whether he had written the truth
    c. whether the material was published unlawfully
    d. whether he was unjustly accused

41. This speech was probably given in what case?

42. Some scholars believe that the _____ constitutional amendment indicates that the framers of the Constitution were influenced by this case.

Answer questions 43-45 based on the information included in the map, "Eighteenth Century Colonial Economy."

43. The Iron Acts of 1750 and 1757 would have had the largest impact on which of the following colonies?

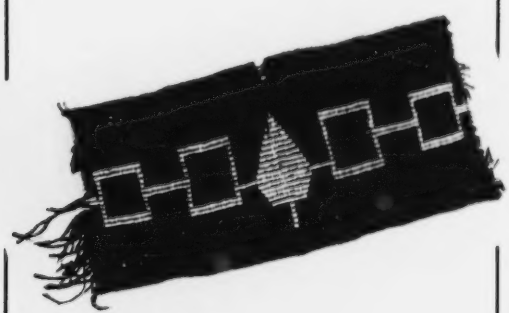
    a. Georgia
    b. Maryland
    c. New York
    d. Virginia

44. What New England industry supplied consumers with bone for corsets and oil for lamps and perfume?

45. What industry typically supported the colonial frontiersman?

Eighteenth Century Colonial Economy

Benjamin Franklin, a colonial publisher, inventor, and diplomat, helped draft both the Declaration of Independence and the Constitution.



This belt, made from strings of polished beads, commemorates the unification of the Five Nations of the Iroquois League. Because they had no written language, the Iroquois used wampum belts such as this one to remember important historical events.

46. As the frontier moved South and West, colonists came into contact with many Native American nations. Match the following groups with their descriptions:

    A. In the early eighteenth century, South Carolinians enlisted the help of this group to repel the Spanish in Florida and the French in Louisiana.

    B. In 1754, representatives from seven of the colonies met with this group in Albany to try to enlist its aid against the French.

    C. In 1763, Pontiac led this group in an attack against Detroit and surrounding forts in response to the arrival of British troops.

    a. Creek Confederacy

    b. Iroquois Confederacy

    c. Ottawa nation

47. Name the British company established in 1747 to trade with Native Americans and encourage western settlement.

48. By the middle of the eighteenth century, the British colonies occupied a thousand-mile strip of land along the Atlantic Ocean and French colonial territory stretched from Quebec to New Orleans. The French and Indian War resulted from conflict over what geographical area?

49. The French and Indian War ended in 1763 with the signing of the Treaty of Paris. After this treaty was signed, which European country possessed each of the following areas?

    A. Canada and U.S. territory between the Mississippi River and the Atlantic Ocean, except New Orleans
    B. New Orleans
    C. the Bahamas and Jamaica
    D. St. Lucia, Guadeloupe, and Martinique
    E. St. Pierre and Miquelon
    F. the western coast of Alaska

50. During the French and Indian War, the British forced French settlers out of Nova Scotia. Today, the descendants of these settlers living in Louisiana retain their unique dialect and culture. Who are they?

51. U.S. Highway 40 is a major modern interstate highway that follows the route that British General Braddock took during his march to Fort Duquesne during the French and Indian War. This route, later rebuilt and extended, became known as the national road. What is the road's original name?

52. The Proclamation of 1763, which forbade English settlement of lands west of the Appalachian Mountains, attempted to alleviate friction between the British colonies and _____.

53. Why did Parliament issue the Stamp Act in 1765?

14

54. Parliament repealed the Stamp Act primarily in response to:

    a. its failure to produce any revenue
    b. attacks on stamp agents
    c. boycotts of English goods
    d. the Stamp Act Congress

55. Legislation passed by Parliament in the 1760s and 1770s aggravated tension between the colonists and England. Identify each of the acts described below:

    A. This 1764 legislation was the first issued to raise revenue in the colonies.

    B. This 1766 legislation, issued upon the repeal of the Stamp Act, asserted Parliament's right to control the colonies.

    C. This 1767 legislation placed import duties on glass, lead, paper, paint, and tea.

56. Although the Tea Act of 1773 affected few colonists directly and resulted in a decline in the price of tea, the colonists objected strenuously to this measure. Why?

57. *Historical claim*: Until the signing of the Declaration of Independence, the American Revolution could have been avoided if Parliament had been willing to negotiate with the colonists and assure them of their rights as Englishmen. What event occurred in the summer of 1775 that might support this claim?

58. _____ led the Sons of Liberty, organized the Massachusetts Committee of Correspondence and the Boston Tea Party, and signed the Declaration of Independence.

59. Many statesmen published essays that encouraged American colonists to support the Revolution. Identify the author of each of the following works:

    A. This Bostonian argued in his 1764 pamphlet, *Rights of the British Colonies*, that there could be no colonial taxation without representation in Parliament.

    B. This delegate to the Stamp Act Congress argued in his 1767 pamphlet, *Letters from a Farmer in Pennsylvania*, that Parliament had authority to regulate trade but not to tax the colonists or to issue the Townshend Acts.

    C. This statesman opened with the phrase "These are the times that try men's souls" in the first issue of the *American Crisis*, a series of essays written from 1776 to 1783 to bolster patriot morale.

60. _____ warned her prominent husband, then serving in the Continental Congress, that "if particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

The Boston Tea Party of 1773 prompted the British to pass the Coercive, or Intolerable, Acts, which closed the port of Boston temporarily, increased the powers of the governor and the military, and reduced the role of colonists in local government.

Phillis Wheatley included accounts based on her experiences as a slave in her 1773 book, *Poems on Various Subjects, Religious and Moral*, the first published work written by a black American.

In this speech before the Virginia Assembly, Patrick Henry advocated resistance to British policies and the establishment of a colonial militia, declaring, "I know not what course others may take; but as for me, give me liberty, or give me death!"

Answer questions 61-63 based on the following passage written by Daniel Leonard, a wealthy Boston lawyer.

> Our patriots have been so intent upon building up American rights, that they have overlooked the rights of Great-Britain, and our own interest. Instead of proving that we are entitled to privileges that our fathers knew our situation would not admit us to enjoy, they have been arguing away our most essential rights. If there be any grievance, it does not consist in our being subject to the authority of Parliament, but in our not having an actual representation in it. Were it possible for the colonies to have an equal representation in Parliament, and were refused it upon proper application, I confess I should think it a grievance; but at present it seems to be allowed by all parties to be impracticable, considering the colonies are distant from Great-Britain a thousand transmarine leagues. If that be the case, the right or privilege, that we complain of being deprived of, is not withheld by Britain, but the first principles of government, and the immutable laws of nature, render it impossible for us to enjoy it. . . . Allegiance and protection are reciprocal. It is our highest interest to continue as part of the British empire; and equally our duty to remain subject to the authority of parliament.

61. According to Leonard, the colonies have been denied representation in Parliament because

    a. the colonies disagree about the choice of representatives.
    b. the distance between the colonies and England makes representation impossible.
    c. the forefathers of the colonists signed an agreement with England that American colonies would not be represented in Parliament.
    d. Parliament has denied repeated colonial applications for representation.

62. Which of the following groups would agree with the argument presented in this passage?

    a. Federalists
    b. Anti-Federalists
    c. Loyalists
    d. Sons of Liberty

63. According to this argument, the colonies should remain faithful to England because they depend on the mother country for:

    a. arbitration of interstate disputes
    b. manufactured goods
    c. raw materials
    d. military protection

64. What American statesman, under the pseudonym "Novanglus," wrote a series of letters that opposed Daniel Leonard's views?

Answer questions 65-68 based on the drawing below.

65. What event is depicted in this drawing?

66. Which of the following parliamentary acts was probably the most responsible for the hostility between the groups depicted in the drawing?

    a. Currency Act
    b. Quartering Act
    c. Declaratory Act
    d. Quebec Act

67. Which of the following groups would most probably use this drawing to gain support for their cause?

    a. British army
    b. slaveholders
    c. Tories
    d. Whigs

68. Name the former slave and patriot who was among those killed during this confrontation.

69. The following groups fought in the Revolutionary War. Identify each of them.

    A. The British hired about 30,000 of these German mercenaries, who were respected for their fighting ability.

    B. These armed citizens defended Lexington and Concord against British aggression in 1775.

    C. Connecticut and Vermont militiamen became known by this name when they combined forces to capture Ticonderoga in 1775.

Playwright Mercy Otis Warren wrote *History of the Rise, Progress, and Termination of the American Revolution*, an important historical work published in 1805.

John Paul Jones, the naval commander famous for exclaiming, "I have not yet begun to fight!" raided British warships during the American Revolution.

70. Match each of the the following American patriots with his description:

A. Before the British hanged this Connecticut militia captain as a spy in 1776, he said, "I only regret that I have but one life to lose for my country."

B. This South Carolina planter led bands of guerrillas against British troops in the South, earning him the nickname "Swamp Fox."

C. This nineteen-year-old French nobleman was commissioned by Congress in 1777 and distinguished himself at the battles of Monmouth and Yorktown.

D. This spy furnished Lafayette with valuable military information that allowed the Frenchman to check British troop advances, setting the stage for American victory at Yorktown.

a. James Armistead

b. Nathan Hale

c. Marquis de Lafayette

d. Francis Marion

71. As this American artist sculpted wax figures in her London studio, she extracted military information from her subjects, including the king and queen of England. Later, she passed this information on to Benjamin Franklin in order to aid the American revolutionary cause. Name this artist and patriot.

72. Name the military commander who aided in the capture of Fort Ticonderoga and repelled a British invasion from Canada before secretly agreeing to turn West Point over to the British for twenty thousand pounds.

Answer questions 73-76 based on the following excerpt:

> When in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.—We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

73. From what document was this excerpt taken and who was its author?

74. According to the author, why was this document written?

a. to demand reform of unjust laws
b. to discuss the rights of men
c. to establish the structure of a new government
d. to explain the reasons for declaring independence

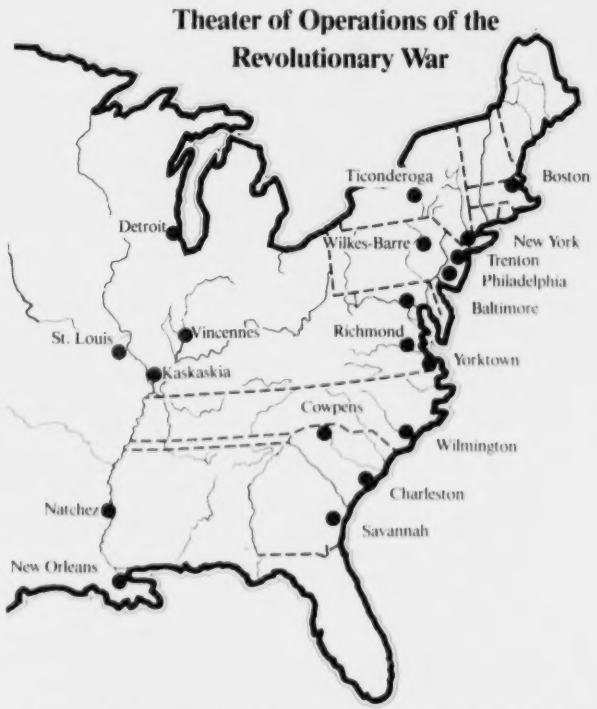
75. The ideas regarding the nature of government expressed in this passage are most directly based on the thinking of which philosopher?

    a. Plato
    b. Thomas Hobbes
    c. John Locke
    d. John Stuart Mill

76. Which of the following best illustrates the theory of government expressed in this passage?

    a. Divine Right
    b. Dominion of New England
    c. Mayflower Compact
    d. Toleration Act

Answer question 77 based on information included in the map, "Theater of Operations of the Revolutionary War."



Sources: *Atlas of American History.* 2nd rev. ed. (New York: Charles Scribner's Sons, 1984); Brigadier General Vincent J. Esposito, ed., *The West Point Atlas of American Wars,* Vol. 1 (New York: Frederick A. Praeger Publishers, 1964).

Although the Battle of Bunker Hill, actually fought on Breed's Hill, is considered a British victory, it boosted the morale of the colonists. Outnumbered American troops repelled two British assaults before retreating to Bunker Hill. At the end of the battle, British casualties numbered 1,054, American casualties only 397.

Mary Ludwig Hays earned the nickname "Molly Pitcher" when she tirelessly carried water to American soldiers during the 1778 Battle of Monmouth. According to legend, she also loaded and fired her injured husband's cannon during the battle.

77. The colonial rebellion originated in New England but was fought throughout the English territory. Using the map of Revolutionary War battles, identify the modern-day state in which each of the following battles occurred.

    A. On an icy Christmas night in 1776, George Washington led troops across the Delaware River to capture Trenton.

    B. In the summer of 1778, four hundred Tory volunteers and five hundred men from the Six Nations Confederacy killed over two hundred American militiamen in hand-to-hand combat in the Wyoming Valley and razed the town of Wilkes-Barre.

    C. In the fall of 1778, George Rogers Clark enlisted the help of French inhabitants of Kaskaskia to take this settlement and surrounding posts from the British and their Native American allies.

    D. In 1781, Governor Thomas Jefferson fled the capitol building and returned to his home in Charlottesville when the British devastated Richmond.

78. France decided to recognize American independence, and entered into an alliance with the new government, after hearing the news of colonial victory in what battle?

79. Britain admitted defeat after Cornwallis surrendered to French and American troops at the Battle of _____.

20

2. A Nation Emerges

SURRENDER OF CORNWALLIS.

1. During the years that the Articles of Confederation were in effect, 1781-88, the United States

   a. ended the foreign slave trade.
   b. established the federal judiciary system.
   c. negotiated a peace treaty with Great Britain.
   d. established a national bank.

2. What was the purpose of the Northwest Ordinance of 1787?

3. What policy regarding slavery was established by the Northwest Ordinance of 1787?

4. In response to the growing discontent of debtors and the problem of regulating trade in the colonies, representatives met in Philadelphia in 1787 to revise the Articles of Confederation. This meeting resulted in the drafting of what document?

Answer questions 5-7 based on the following paragraph written by Thomas Jefferson.

> I consider the foundation of the Constitution as laid on this ground—that all powers not delegated to the United States, by the Constitution, nor prohibited by it to the states, are reserved to the states or to the people. . . . To take a single step beyond the boundaries thus specifically drawn around the powers of Congress, is to take possession of a boundless field of power.

5. Is Jefferson advocating a **strict** or **loose constructionist** view of the U.S. Constitution?

6. What amendment does Jefferson cite to support his argument?

7. Jefferson wrote this excerpt during the debate with Alexander Hamilton over the establishment of a national bank. With which statesman did President Washington agree?

8. Jefferson and Hamilton disagreed about the fundamental purpose and scope of government. Identify whether each of the following principles espouses views held by Jefferson or Hamilton:

   A. belief that government is best run by the wealthy, mercantile class

   B. distrust of centralized government

   C. support of government aid for the development of industry

   D. sympathy for debtor interests

9. The philosophical differences between Hamilton and Jefferson led their supporters to form what two political parties?

Public fears that the government under the Articles of Confederation was too weak to prevent rebellion and anarchy increased in early 1787 after Daniel Shays (right) led a bloody protest by Massachusetts debtors against court-ordered farm foreclosures.

10. The location of the nation's capital resulted from a compromise between Jefferson and Hamilton. Hamilton supported Jefferson's proposal that the capital be located in the South in exchange for Jefferson's support of Hamilton's position on what issue?

11. After choosing a 100-square-mile site on the banks of the Potomac, President Washington hired the following persons to construct the capital city. Match the following:

    A. This French engineer, architect, and patriot of the American Revolution designed the new city.

    B. This Revolutionary War officer surveyed the site selected by President Washington and drew the first official map of Washington, D.C.

    C. This self-educated astronomer and mathematician helped survey the site chosen by President Washington.

    a. Benjamin Banneker

    b. Andrew Ellicott

    c. Pierre Charles L'Enfant

12. The French Revolution of 1789 contributed to which of the following political developments?

    a. the enactment of the Bill of Rights to the U.S. Constitution
    b. the rise of political parties in the United States
    c. a sharp rise in immigration from France to the United States
    d. a U.S. trade embargo on European goods

13. The strength of the new government was demonstrated in 1794 when President Washington led federal troops to quell a protest of western Pennsylvania farmers. By what name is this rebellion known?

Answer questions 14-15 based on the following excerpt from the Farewell Address given by President Washington in 1796.

> Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens) the jealousy of a free people ought to be *constantly* awake, since history and experience prove that foreign influence is one of the most baneful foes of republican government. . . .
>
> The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little *political* connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.
>
> Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. . . . Our detached and distant situation invites and enables us to pursue a different course. . . .
>
> Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalship, interest, humor, or caprice?
>
> It is our true policy to steer clear of permanent alliances with any portion of the foreign world, so far, I mean, as we are now at liberty to do it.

Fur trapper Jean Pointe du Sable established a settlement that later became Chicago.

President John Adams's "midnight appointments" of Federalists to sixteen new circuit court seats on his last day in office resulted in the Supreme Court case, *Marbury* v. *Madison*.

Aaron Burr, a prominent New York politician, killed Alexander Hamilton in a duel while serving as Thomas Jefferson's first vice president. He was later charged with treason for allegedly plotting to establish his own western empire.

14. What approach to foreign policy does Washington advise his countrymen to follow?

15. Washington made this address for all of the following reasons *except*:

    a. He feared close commercial ties with Europe.
    b. He thought it was dangerous to make permanent alliances.
    c. He wanted the United States isolated from European wars.

16. Would Washington most likely have supported or opposed each of the following actions?

    A. President Woodrow Wilson's decision to declare war on Germany in 1917

    B. Senate opposition to U.S. participation in the League of Nations

    C. President Franklin D. Roosevelt's Lend-Lease program

    D. President John F. Kennedy's creation of the Peace Corps

17. A series of events prevented President John Adams and President Thomas Jefferson from heeding Washington's advice. Name the foreign country involved in each of the following disputes.

    A. In 1798, this country seized American ships, instigating two years of battles in an undeclared war.

    B. In 1801, this country declared war on the United States in order to force an increase in tribute payments.

    C. In 1807, crewmen of this country's warship *Leopard* impressed several seamen from the U.S.S. *Chesapeake*.

Answer questions 18-20 from the following excerpt from the Sedition Act of July 14, 1798.

> If any person shall write, print, utter, or publish . . . scandalous and malicious writing or writings against the government of the United States, or either house of Congress of the United States or the President of the United States, with intent to defame . . . or to bring them, or either of them, into contempt or disrepute . . . then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

18. Which constitutional right does this act most directly threaten?

19. The members of which political party passed this act?

20. The opposition party charged that this act was passed in order to

    a. help Congress make more reasonable decisions.
    b. protect the president against personal attacks.
    c. silence opposition to unpopular actions.
    d. unify the country in time of crisis.

21. James Madison and Thomas Jefferson declared the Alien and Sedition Acts unconstitutional and defended states' rights in what two documents?

Answer questions 22-23 based on the following passage written by President Jefferson in 1802.

> . . . There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility will ere long yield more than half of our whole produce, and contain more than half of our inhabitants.

22. Based on this passage, why did Jefferson fear French possession of New Orleans?

23. The feelings Jefferson expressed in the passage led him to take which of the following actions in 1803?

    a. ask Congress to declare war on France
    b. direct the navy to seize French ships
    c. lead troops at the Battle of New Orleans
    d. purchase the Louisiana Territory

24. How did President Jefferson's acquisition of the Louisiana Purchase violate his views on strict construction of the Constitution?

25. As a result of Jefferson's policies, the American frontier pushed steadily westward. Jefferson enlisted explorers to map western territory and to detail the plant and animal life they found. Identify the following persons:

    A. These two explorers led an expedition beginning in 1804 along the Missouri River to the Pacific Ocean.

    B. This Shoshone woman served as a guide for the Missouri River expedition and helped allay the fears of other Native Americans.

    C. This explorer led the 1805 and 1806 expeditions to find the source of the Mississippi River and explore the Arkansas River.

26. During the early nineteenth century, several frontier cities played a crucial role in western settlement. Identify each of the cities described below:

    A. This city was established as a French fur-trading headquarters in 1763 because of its accessibility to New Orleans. It became an important commercial center following the Louisiana Purchase in 1803.

    B. This city was built as a fort during the French and Indian War at the "forks of the Ohio." Many settlers began their westward journeys here.

    C. This city, the largest in the West by 1800, was nicknamed the "Philadelphia of Kentucky." It was a major distribution point for men and goods heading to western Kentucky and Tennessee.

    D. In the 1790s, this city was a frontier outpost for troops moving west. The use of the steamboat and construction of the Miami and Erie Canals enabled this Ohio River port to become an important supplier of produce and goods for the South.

Louisville, Kentucky, pictured here about 1840, was established in 1778 by George Rogers Clark as a military post for operations against the British. The city became a major transportation center to the West after a canal was built around it in the late 1820s.

Tecumseh, a Shawnee leader, encouraged Native Americans to unite and form their own nation as a means of protecting tribal cultures and land from the advances of white society.

27. In the 1800s, John Chapman brought apple tree seeds and various herbs from Massachusetts and planted them throughout the Ohio River valley. The Native Americans and white settlers to whom he gave these plants revered him as a healer. By what nickname is Chapman known in American folklore?

28. Why was the Embargo Act of 1807 passed?

29. Why was New England hurt more by Jefferson's embargo than the West or the South?

30. The "war hawks" who urged war with Great Britain in 1811 included:

    a. John Calhoun and Henry Clay
    b. William Henry Harrison and Winfield Scott
    c. Thomas Jefferson and Nathaniel Macon
    d. James Madison and James Monroe

31. Why were southerners and westerners in favor of war with Great Britain?

32. Many New Englanders did not support the War of 1812 because it further disrupted trade with Great Britain as well as New England's profitable shipbuilding industry. Name the 1814 meeting in which New England protested the war and proposed measures to protect their interests.

33. Where did Captain Oliver Hazard Perry and his squadron score an American victory in the War of 1812 by capturing a British fleet?

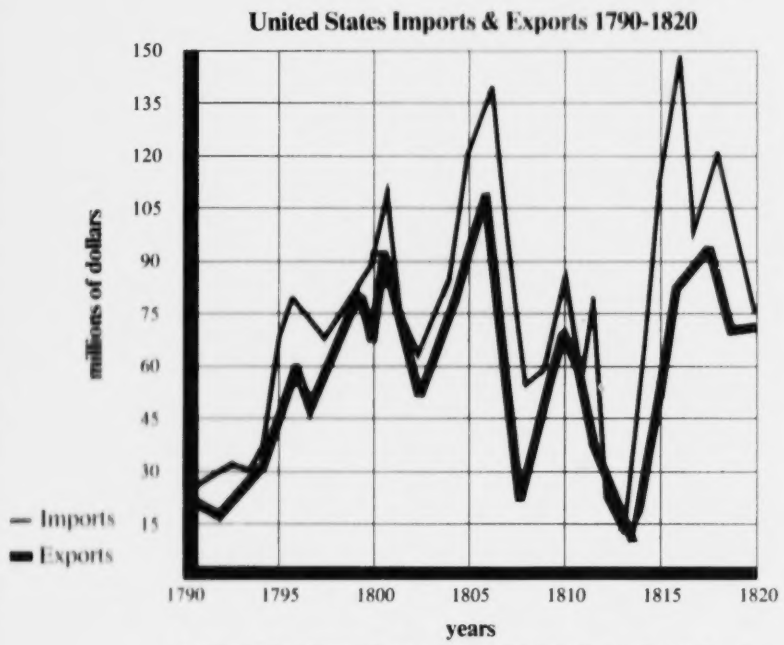
34. During the successful American defense of Baltimore in 1814, _____ wrote the lyrics to "The Star Spangled Banner."

35. National pride was galvanized by General Andrew Jackson's victory in a battle that occurred after the United States and Great Britain reached a peace accord. Name this battle.

36. Henry Clay's "American System," instituted during James Monroe's first term, included all of the following *except*:

    a. export taxes
    b. improved roads and canals
    c. interdependent home markets
    d. a protective tariff

Answer questions 37-39 based on the information in the graph, "United States Imports and Exports, 1790-1820."



Source: *Teacher's Resource Book for A History of the United States* by Daniel J. Boorstin and Brooks Mather Kelly with Ruth Frankel Boorstin, Copyright 1986, 1983, 1981, by Silver, Burdett and Ginn, Inc. Used with permission.

37. Which event was the most likely cause of the decline in trade in 1807?

    a. Bank War
    b. Embargo Act
    c. Louisiana Purchase
    d. *Marbury* v. *Madison*

38. Based on the graph, which of the following is a reasonable inference about the American economy in 1815-16?

    a. American banking was strong.
    b. American businesses were being undersold by cheaper foreign products.
    c. American farmers were prospering.
    d. American steel production increased greatly.

39. In which year did Congress most likely pass a tariff?

    a. 1803
    b. 1805
    c. 1814
    d. 1816

This anti-British leaflet protests the impressment of American sailors during the decade preceding the War of 1812. While searching American ships for deserters from the Royal Navy, the British seized as many as 9,000 American sailors and illegally "pressed" them into service for Great Britain.

40. The Panic of 1819 was due mainly to:

    a. foreclosures on outstanding loans
    b. a prolonged drought resulting in a food shortage
    c. slave uprisings
    d. the threat of Spanish expansion

41. The expansion of the boundaries of the United States was made possible by treaties negotiated with European nations. Match the following treaties with the terms of those agreements:

    A. Spain opened the Mississippi River to free U.S. navigation, agreed not to settle north of the thirty-first parallel, and promised not to incite Native Americans against U.S. settlements.

    B. Spain relinquished Florida and its claim to Oregon. In exchange, the U.S. relinquished its claim to Texas and assumed $5 million in debts that Spain allegedly owed to American citizens.

    C. Great Britain and the United States agreed to maintain prewar territorial boundaries.

    D. Great Britain agreed to remove its troops from northwestern posts in return for America's guarantee of payment of pre-Revolutionary debts to British merchants.

    a. Jay's Treaty, 1794
    b. Treaty of San Lorenzo (Pinckney's Treaty), 1795
    c. Treaty of Ghent, 1814
    d. Adams-Onis Treaty, 1819

42. Name the U.S. policy, adopted early in the nineteenth century, which stated that the Western Hemisphere was closed to "future colonization" by European nations. It also said that the United States would not intervene in European matters.

43. The Missouri Compromise of 1820 admitted Maine and Missouri into the Union. Which two political factions was the compromise designed to placate?

44. Name the freedman who organized thousands of slaves in an attempt to overthrow Charleston, South Carolina, in May 1822.

45. Eli Whitney's cotton gin did all of the following *except*:

    a. establish a textile industry in the South
    b. increase the South's dependence on the North and Europe
    c. make cotton growing more profitable
    d. strengthen the institution of slavery

46. In order to maintain their advantage in the textile industry in the late nineteenth century, the British government prohibited the emigration of textile employees and the export of machinery and data. Name the man who emigrated to the United States in disguise and built the first U.S. textile mill from his memory of the British design.

The completion of the 363-mile-long Erie Canal in 1825 provided a crucial link between midwestern states and the Atlantic Ocean.

47. Name the engineer who is noted for building the first torpedo and the first successful steamboat, *Clermont*.

48. By the early 1800s, the United States had established a unique American culture. Name the following literary pioneers:

    A. This author's stories, such as *The Legend of Sleepy Hollow*, are based on Hudson Valley folklore.

    B. This author's adventure stories include the *Leatherstocking Tales*, a series depicting the clash between primitive and civilized values on the American frontier.

    C. This lexicographer's *American Dictionary of the English Language* differentiated American spelling and pronunciation from that of Great Britain.

    D. This author's *Diseases of the Mind*, a pioneer work on mental disorders, earned him the title "Father of American Psychiatry."

49. Name the portrait artist who depicted many noted Americans, including the first six U.S. presidents. His likeness of George Washington served as the model for the one dollar bill.

50. Identify each of the following American educational institutions:

    A. Founded in 1821 by Emma Willard, this was the first high school for women.

    B. In 1833, this college became the first coeducational institution; in 1835, it became the first to establish a uniform policy for admitting black students.

    C. Founded in 1837 by Mary Lyon, this was the first permanent women's college.

51. Which of the following statements most accurately describes John Marshall's influence as Supreme Court Chief Justice from 1801-1835?

    a. He strengthened the power of the federal government and the Supreme Court.
    b. He protected states' rights against encroachments by the federal government.
    c. He strengthened the power of the executive branch but limited the number of courts and their jurisdictions.
    d. He protected small farmers and debtors against the growth of industrialism.

52. How did John Quincy Adams lend credence to the rumor that he had made a "corrupt bargain" with Henry Clay during the presidential election of 1824?

53. Following the controversial presidential election of 1824, the Republican party split into two new political parties. Identify which party:

    A. supported President John Quincy Adams in the 1828 election

    B. advocated an agrarian society, limited federal government, and state sovereignty

    C. prevailed in the 1828 election

Reverend Richard Allen, an early abolitionist, founded the African Methodist Episcopal Church, which, in 1816, became the first black religious denomination in the United States.

Elizabeth Ann Bayley Seton, the first American-born Roman Catholic saint, founded the Sisters of Charity of St. Joseph in 1809.

54. Southerners called the Tariff of 1828 the _____ because of its high duties on raw materials.

Answer questions 55-56 based on the following excerpt from an address given by Vice President John C. Calhoun in response to South Carolina's nullification of the Tariff of 1828.

> The great and leading principle is, that the General Government emanated from the people of the several States forming distinct political communities, and acting in their separate and sovereign capacity, and not from all of the people forming one aggregate political community; that the Constitution of the United States is, in fact, a compact, to which each State is a party, in the character already described; and that the several States, or parties, have a right to judge of its infractions.

55. In this address, Calhoun asserts

a. the right of the president to veto acts of Congress.
b. the right of states to declare acts of Congress unconstitutional.
c. the right of the Supreme Court to declare acts of Congress unconstitutional.
d. the supremacy of federal acts over state laws.

56. Calhoun viewed the source of federal power in much the same way as the author of which of the following documents?

a. *Federalist* 10
b. Monroe Doctrine
c. Virginia Resolution
d. Washington's Farewell Address

57. In response to South Carolina's nullification of the Tariff of 1828, President Andrew Jackson proclaimed: "If the doctrine of State veto upon the laws of the Union carries with it internal evidence of its impractical absurdity, our constitutional history will also afford abundant proof that it would have been repudiated with indignation had it been proposed to form a feature in our Government."

Based on this excerpt, President Jackson believed that

a. the doctrine of nullification is an important part of the Constitution.
b. the enforcement of laws should be left to individual states.
c. the founding fathers would have rejected the doctrine of nullification.
d. the states have the right to veto impractical laws.

58. How was the nullification conflict between Calhoun and Jackson resolved?

Answer questions 59-60 based on the cartoon at left.

59. This cartoon is meant to portray whom?

60. The cartoon is meant to show that

a. the person acts too much like a king.
b. the person dresses like a king.
c. the person should support internal improvements.
d. the person uses too much military power.

61. In the election of 1836 former Federalists and National Republicans united against Jacksonian Democrat Martin Van Buren to form the _____ party, completing the political realignment that had begun in the election of 1824.

62. Third parties often have arisen due to concern over a single issue. Identify the platform of each of the following parties.

    A. Anti-Masonic party of the 1830s

    B. Free-Soil party of the 1840s

    C. American Republican (Know-Nothing) party of the 1840s

63. After Congress adjourned in 1836, Jackson issued the Specie Circular.

    A. What did the Specie Circular require as payment for public land?

    B. Why did Jackson issue the Specie Circular?

    C. What impact did the Specie Circular have on the economy?

64. The Indian Removal Act of 1830 provided for the forced removal of Native American nations in the eastern part of the United States to land between the Mississippi River and the Rockies. This area was known as the _____ because Americans believed that it was too arid for farming.

65. Historians agree that the Blackhawk War of 1832 began because the Sac and Fox nations crossed the Mississippi River, but they disagree about what precipitated this movement. Some historians believe that the Sac and Fox nations intended to reclaim land east of the Mississippi; others argue that they were fleeing from other hostile Native American groups who lived west of the Mississippi River.

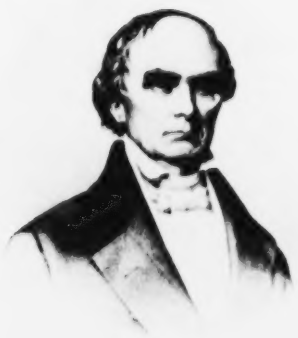
    Which of the following would probably be the best piece of evidence to determine which of these explanations is more accurate?

    a. the diary of an inhabitant of Illinois
    b. a Fox member's account recorded in his captor's diary after the war
    c. the official report of the Indian Commission concerning the war
    d. the treaty that was signed by Chief Blackhawk at the end of the war

66. Name the Native American nation that harbored hundreds of escaped slaves and, upon refusing to relinquish its land, fought against U.S. troops from 1835 to 1842.

67. In 1827, the Cherokee nation adopted a written constitution, patterned after that of the United States, which insisted upon national sovereignty and self-government. Name the Native American scholar who devised the Cherokee alphabet, making written communication possible.

Robert Hayne, above, and Daniel Webster, below, became famous as a result of their involvement in an 1830 congressional debate that evolved into a battle about the scope of federal authority. Hayne, a senator from South Carolina, defended states' rights, while Webster, a senator from Massachusetts, advocated a strong federal government.



The Shaker women depicted above are working in a finishing room, where medicines were labeled and packaged for market. The Shakers, a religious sect founded by Ann Lee in 1774, formed self-sufficient communities throughout the Hudson Valley during the early nineteenth century.

Three children are learning to read in this illustration from a McGuffey's *Reader*, a popular series of nineteenth-century schoolbooks that emphasized moral and patriotic values.

68. Early Puritans considered the Massachusetts Bay Colony to be a model community—"a City upon a Hill." Two hundred years later, the individualistic and egalitarian spirit of the Second Great Awakening fostered new religions and experiments in communal living. Identify each of the following people:

    A. In 1820, this Boston minister founded the Unitarian church, which rejected the Calvinist doctrine of predestination, arguing that God is infinitely benevolent.

    B. In 1825, this factory owner founded New Harmony, Indiana, a nonreligious community based on cooperative labor and collective ownership of property.

    C. In 1826, this Scottish immigrant established a cooperative community in Nashoba, Tennessee, for the training and resettlement of slaves.

    D. In 1830, this person published the Book of Mormon and founded the Church of Jesus Christ of Latter-Day Saints.

    E. In 1841, this Transcendentalist founded Brook Farm, Massachusetts, a communal enterprise that attracted many New England authors and served as the setting of Nathaniel Hawthorne's *Blithedale Romance*.

69. Name the secretary of the Massachusetts Board of Education who said that education "is the great equalizer of the conditions of men—the balance wheel of the social machinery. . . . It does better than to disarm the poor of their hostility toward the rich; it prevents being poor."

70. How did the New York *Sun*, published by Benjamin H. Day, make journalism history in 1833?

71. Name the woman who led the mid-nineteenth-century effort for prison reform and improved treatment of the mentally ill in the United States.

72. Bronson Alcott, Ralph Waldo Emerson, and Margaret Fuller led the nineteenth century Transcendental movement. What were the main ideas of Transcendental philosophy?

73. Many writers popular during the mid-nineteenth century celebrated American democracy while promoting humanitarian reform of the country's institutions. Match the following lines from poems with their authors.

    A. No slave-hunt in our borders,
    —no pirate on our strand!
    No fetters in the Bay State,
    —no slave upon our land!

    B. Once to every man and nation
    comes the moment to decide
    In the strife of Truth or Falsehood,
    for the good or evil side.

    C. Thou, too, sail on, O Ship of State!
    Sail on, O Union, strong and great!
    Humanity with all its fears,
    With all the hopes of future years,
    Is hanging breathless on thy fate!

    a. Henry Wadsworth Longfellow

    b. James Russell Lowell

    c. John Greenleaf Whittier

32

74. Name the author who portrayed family life in New England in *Little Women* and other children's books.

75. Name the book written by Herman Melville in 1851 that focused on the struggle between man and nature.

76. What American author wrote gothic tales and poems full of horror, including "The Pit and the Pendulum" and "The Raven"?

77. Name the naturalist who painted and sketched the birds he saw in the American wilderness during the early nineteenth century.

78. Thomas Cole and the Hudson River School of painting are noted for painting which of the following?

    a. abstract designs
    b. landscapes
    c. portraits
    d. still lifes

79. What Missouri-born artist painted scenes portraying the harmony of man and nature on the American frontier?

80. Name the former president who, speaking before his colleagues in Congress in 1838, stated that women should have the right to vote.

81. Name the two sisters from a prominent South Carolina family who fought for the rights of women and the abolition of slavery.

82. What was the goal of the American Colonization Society?

83. In 1839, fifty-three slaves seized the Spanish ship, *Amistad*, and sailed to New York State. What happened to these slaves?

84. Who was the editor of the *Liberator*, an abolitionist newspaper published from 1831 to 1865?

85. Name the editor of the *North Star* who escaped from slavery in 1838 and earned distinction as an orator, abolitionist, and advocate of women's suffrage.

86. Briefly describe the contribution of each of the following black American leaders in the struggle for the emancipation of slaves.

    A. Harriett Tubman

    B. Nat Turner

    C. David Walker

87. What provisions were passed by southern legislatures in the 1830s in response to growing fear of an armed slave rebellion?

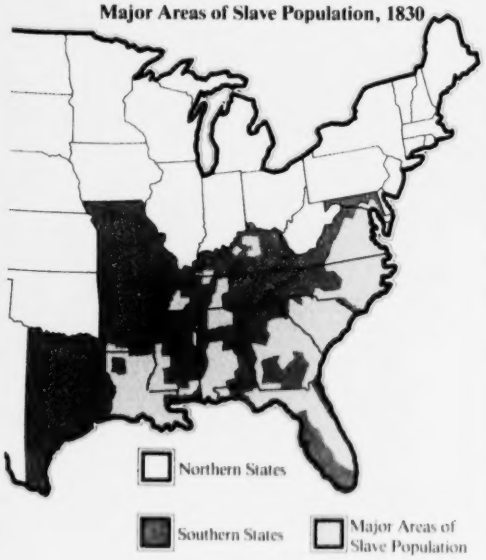
88. Alexander H. Stephens argued that "the negro is not equal to the white man; that slavery—subordination to the superior race—is his natural and normal condition . . . in conformity with the ordinance of the Creator . . . "

    Which of the following persons would most likely have agreed with this position?

    a. George Fitzhugh
    b. Elijah Lovejoy
    c. Sojourner Truth
    d. William Whipper

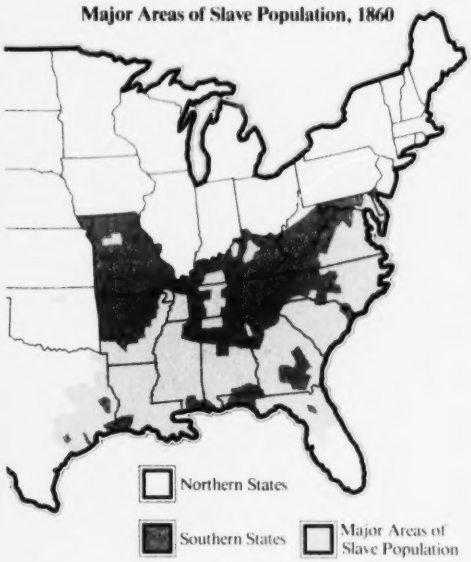
In 1848, Elizabeth Cady Stanton, an early champion of women's suffrage, organized the Seneca Falls Convention with her colleague, Lucretia Mott. More than three hundred people, including abolitionist Frederick Douglass, met to "discuss the social, civil, and religious condition and rights of women."

Major Areas of Slave Population, 1830



Source: Edwin Fenton et al., *The Americans: A History of the United States* (New York: Holt, Rinehart and Winston, 1975).

Major Areas of Slave Population, 1860



Source: Edwin Fenton et al., *The Americans: A History of the United States* (New York: Holt, Rinehart and Winston, 1975).

Answer questions 89-91 based on the information in the maps, "Major Areas of Slave Population."

89. Based on information provided in the maps, which of the following states should have been the leading defender of slavery?

    a. Georgia
    b. Mississippi
    c. South Carolina
    d. Virginia

90. Which of the following generalizations about slavery and plantation agriculture is supported by the maps?

    a. Slaves were forced to work long hours.
    b. Slaves were more productive than free farmers in the North.
    c. Slavery was not profitable between 1830 and 1860.
    d. Slavery flourished in Tidewater areas.

91. Based on the maps, what type of farm probably predominated in the western part of North Carolina?

    a. small independent farms with few or no slaves
    b. medium-sized farms with five to ten slaves each
    c. a mixture of medium-sized farms and larger plantations
    d. large plantations (more than twenty slaves each)

92. Nineteenth-century southern agriculture was characterized by all of the following *except*:

    a. a dependence on slave labor
    b. the importation of food from the Midwest
    c. the wearing out of the land
    d. a wide variety of crops for export

93. What crop accounted for over 60 percent of the value of all U.S. exports in 1840, promoting the westward spread of slavery?

94. Name the trail that extended from Independence, Missouri, to Fort Vancouver on the West Coast and served as a major route for settlers moving west in the 1840s.

95. New York magazine editor John L. O'Sullivan wrote in 1845 that "Our _____ is to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."

96. Name the New York news editor who argued that every man had the right to own land and advised his readers to "Go West, young man, Go West!"

Answer question 97 based on the following excerpt of the Massachusetts legislature's 1847 Resolutions on the War with Mexico.

> Such a war of conquest . . . must be regarded as a war against freedom, against humanity, against justice, against the Union, against the Constitution, and against the Free States; and that a regard for the true interests and the highest honor of the country, not less than the impulses of Christian duty, should arouse all good citizens to join in efforts to arrest this gigantic crime, by withholding supplies, or other voluntary contributions, for its further prosecution.

97. In this resolution, legislators argued that

    a. the Mexican-American War was constitutional.
    b. the Mexican-American War was an expansionist war to extend slavery.
    c. Americans should support President James Polk's efforts to defeat Mexico.
    d. the Mexican-American War avenged Mexican injustices committed against American citizens.

98. In his essay, "Civil Disobedience," Henry David Thoreau asked, "Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience, then?" How did Thoreau apply this view to protest the Mexican-American War?

99. Under the terms of the Treaty of Guadalupe-Hidalgo, the United States paid Mexico $15 million and assumed responsibility for Mexican debts to U.S. citizens. What did the United States receive in exchange?

100. In 1848, just as Mexico was ceding California to the United States, gold was discovered near Sacramento. Which of the following was *not* a result of the California Gold Rush?

    a. California gained statehood in 1850.
    b. More than 25,000 Chinese immigrants came to California and opened restaurants and laundry services in mining towns.
    c. Mexicans who owned property in California before the Treaty of Guadalupe-Hidalgo lost much of their land because of technicalities in U.S. laws.
    d. The Panama Canal was built to facilitate migration to the West Coast.

101. Name the congressman and frontiersman who was among the 187 Texans who defended the Alamo for twelve days against 4,000 Mexican troops.

102. During the first half of the nineteenth century, settlers moved west in search of land and opportunity. Identify which present-day state is described by each of the following:

    A. In 1836, this state declared independence from Mexico and appointed Sam Houston as its first president.

    B. In 1846, settlers in this state declared independence from Mexico and established self-government as the Bear Flag Republic.

    C. In 1847, Brigham Young established a community in this state as a refuge for more than twelve thousand Mormons escaping religious persecution.

103. The Oregon Treaty of 1846 established the present boundary between the western United States and Canada. What line of latitude forms this border?

During the 1830s, George Catlin, who painted the picture above, journeyed through the trans-Mississippi wilderness recording the history and customs of Native Americans in his art.

John C. Fremont, who explored the West and fought for California's independence from Mexico in the Bear Flag Revolt of 1846, was the first Republican presidential candidate, and served as a Union general at the outbreak of the Civil War.

As a means of recruiting young female workers, the New England mills of the early nineteenth century implemented the Waltham system, which offered high wages, company-run boarding houses, and cultural events such as evening lectures.

104. As Americans moved westward, they created new tools and implements to help them tame the land. Identify each of the following inventors:

    A. In 1831, he constructed a mechanical reaper that enabled farmers to harvest grains on a large scale.

    B. In 1837, he invented the first steel plow that was able to cut through the matted sod of the prairie.

105. Name the first director of the Smithsonian Institution whose program of broad financial support of original research made many American scientific discoveries possible.

106. In the 1840s, Crawford Long and William Morton discovered that the use of _____ could put patients to sleep during surgery.

107. Who, in 1849, became the first woman to graduate from an American medical school?

108. Name the 1846 invention of Elias Howe that revolutionized the clothing and shoemaking industries in New England.

109. What organizations were made legal by the 1842 decision in *Commonwealth* v. *Hunt*?

110. Nearly two million Irish immigrants, fleeing famine and political oppression in their homeland, settled in the United States between 1840 and 1860. They came to dominate the work force in which of the following fields?

    a. farming and ranching
    b. fishing and mining
    c. hunting and trapping
    d. industrial production and railroad construction

Commodore Matthew C. Perry, in the carriage at the right in this painting by a Japanese artist, led the naval expedition that opened Japan to foreign trade in 1854.

3. Triumph of the Nation

In the middle of the nineteenth century, tension between the North and the South came to a critical point. Debate raged over whether new territories and states should be free or slave. Extremists like John Brown resorted to violence to spread their opinions.

But the division was more than one of principle. The rural South needed slave labor to grow cotton and sugar cane, while northern industry needed economic reforms. The South differed culturally and economically from the North, and southerners resented meddling in what they considered their private affairs.

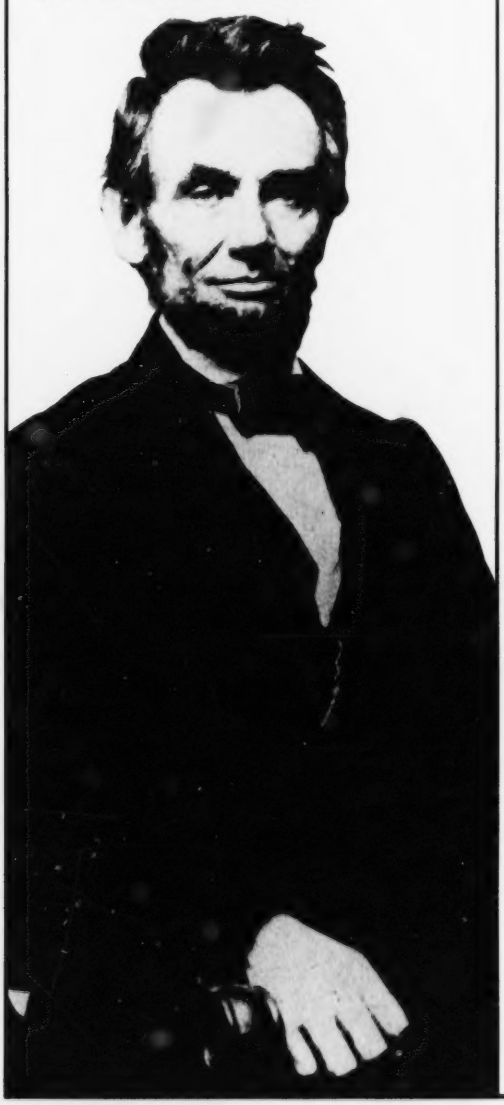
After the election of President Abraham Lincoln, a Republican opposed to the extension of slavery, the Union was strained to the breaking point. In 1861, southern guns firing on Fort Sumter in Charleston Harbor began the bloodiest war ever fought on American soil. Although the North had superior materiel and greater numbers, the South had superior strategy and greater determination. Both sides predicted that the war would be over quickly. But four years of agonizing battle left both North and South drained and exhausted.

Lincoln's assassination contributed to the turmoil of southern reconstruction. With Lincoln dead, radical elements took revenge on the states that had caused so much trouble and imposed punitive regulations. Newly freed blacks found themselves still dependent on the very masters who had once owned them.

With the war over, the country could look westward with even greater energy. Hardy homesteaders flocked to free farms on the Great Plains, while fortune-seekers thronged to find gold in California. A "Wild West" mentality reigned in raucous small towns whose economies were based on mining and cattle ranching. This open spirit enabled women, blacks, and ethnic minorities to take larger roles in government and commerce. In many territories, civil rights were far more advanced than in the East; women could vote in western states long before they received national suffrage.

East Coast industrialists, the so-called robber barons, amassed huge personal fortunes. Factory workers, who worked long hours for minimal pay, banded together in labor unions to improve conditions. Thousands of European immigrants arrived at Ellis Island, in New York Harbor, and settled in the growing cities.

Abraham Lincoln became a national figure during his unsuccessful 1858 Senate campaign when he argued that the institution of slavery was morally wrong and should not lead to the division of the Union.



1. The acquisition of new territory provoked debate between slaveholding and nonslaveholding states over the spread of slavery. Match each of the following proposals with the phrase that describes it:

   A. appeased opposing factions by admitting California to the Union as a free state, abolishing the slave trade in the District of Columbia, and establishing a strong fugitive slave law

   B. declared that Cuba should be acquired from Spain, by force if necessary, because the dissolution of slavery in Cuba would threaten the institution of slavery in the United States

   C. intended that all territory gained from Mexico be a place for white settlers to live "without the disgrace which association with Negro slavery brings on white labor"

   D. repealed the Missouri Compromise and applied the theory of popular sovereignty to the slavery issue, arguing that the inhabitants of each state should decide whether slavery would be legal in their state

   a. Wilmot Proviso (1846-47)

   b. Compromise of 1850

   c. Kansas-Nebraska Act (1854)

   d. Ostend Manifesto (1854)

2. What political party was founded in 1854 to oppose the spread of slavery?

3. Why was Kansas called "Bleeding Kansas" during the late 1850s?

4. Who wrote *Uncle Tom's Cabin*, a powerful and influential antislavery novel that was banned throughout the South?

5. In the 1857 case of *Dred Scott* v. *Sandford*, the Supreme Court made which *two* of the following rulings?

   a. Freed blacks were not citizens.
   b. The Missouri Compromise was unconstitutional.
   c. Scott should be set free.
   d. Slaves were not property.

6. Name the abolitionist who led a raid of a federal arsenal in Virginia in 1859 to obtain arms and ammunition for a national slave insurrection.

7. In the 1860 presidential election, the Southern Democratic party and the Constitutional Union party were able to take over 30 percent of the popular vote away from major party candidates Stephen Douglas and Abraham Lincoln. Identify the candidates and the platforms of these two third parties.

Answer questions 8-9 based on the following letter that Robert E. Lee wrote to his son in January 1861.

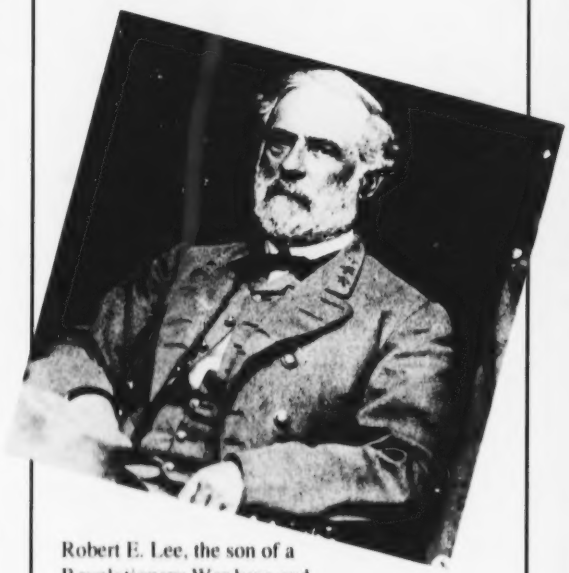
> Secession is nothing but revolution. The framers of our Constitution never exhausted so much labour, wisdom and forbearance in its formation, and surrounded it with so many guards and securities, if it was intended to be broken by any member of the Confederacy at will. . . . In 1808, when the New England States resisted Mr. Jefferson's Embargo law, and the Hartford Convention assembled, secession was termed treason by Virginian statesmen; what can it be now? Still, a Union that can only be maintained by swords and bayonets, and in which strife and civil war are to take the place of brotherly love and kindness, has no charm for me. If the Union is dissolved, the government is disrupted, I shall return to my native state and share the miseries of my people. Save in her defense, I will draw my sword no more.

8. Did Lee believe that secession was legal?

9. What reason does Lee give for joining the Confederate army?

10. Name the state formed in 1861 by dissidents who refused to secede from the Union.

11. During the Civil War, slave states that bordered Union and Confederate states were known as border states. Although these states remained in the Union, they retained economic and ideological ties to both sides and sent men to fight in both armies. Name the four border states.



Robert E. Lee, the son of a Revolutionary War hero and member of a prominent Virginia family, turned down President Lincoln's offer to command the Union army before assuming leadership of the Confederate forces.

Answer questions 12-14 based on the information in the chart, "Union and Confederate Resources, 1861."

Union and Confederate Resources, 1861

	Union	Confederacy
Population	22,000,000	9,000,000*
Troops	500,000	260,000
Factories	110,200	20,000
Farms (in acres)	1,362,680	681,320
Railroad mileage	22,000	8,500
Exports	$222,000,000	$27,000,000**
Iron produced (in thousands of long tons)	2,721	155
Banking capital	$320,000,000	$27,000,000

*3,500,000 were slaves **only eight states

Sources: Robert P. Green, Jr., Laura L. Becker, Robert E. Coviello, *The American Tradition, a History of the United States* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1986); Robert A. Divine et al., *America, Past and Present* (Glenview, Ill.: Scott, Foresman and Co., 1984); U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970* (Washington, D.C.: U.S. Government Printing Office, 1975).

12. Before the Civil War, the value of exports from the southern states to European countries totaled $226 million. What Union military strategy contributed to the change in the value of Confederate exports (indicated in the chart) after the war began?

13. Which of the following conclusions can you make from the chart?

    a. The Confederacy produced more crops than the Union.
    b. The Union manufactured fewer weapons than the Confederacy.
    c. The Confederacy had fewer trained soldiers than the Union.
    d. The Union could transport troops and supplies more easily than the Confederacy.

14. Based on the information provided in the chart, what two factors probably contributed to the Confederacy's inability to repair damaged locomotives and railroad tracks?

15. In order to raise money for the war effort, Congress did all of the following *except*:

    a. borrow money from France
    b. centralize the banking system
    c. issue paper money, or "greenbacks," that was not backed by gold or silver
    d. levy the first national income tax

16. What provision of the Conscription Act of 1863 allowed wealthy people to escape the draft?

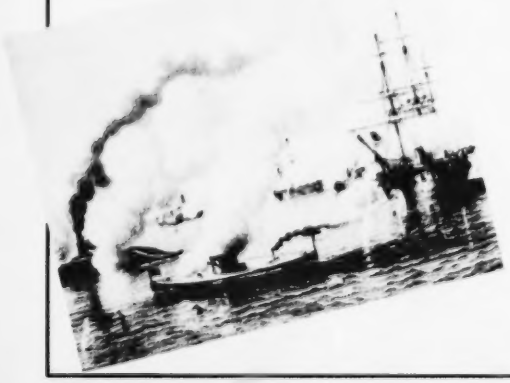
17. President Lincoln's Emancipation Proclamation of 1863 did all of the following *except*:

    a. enable the North to augment its army with black regiments
    b. free slaves in the Confederate states
    c. free slaves in the Union states
    d. increase European sympathy for the North

Answer questions 18-19 based on the following 1863 speech.

> Four score and seven years ago, our fathers brought forth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.
>
> Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.
>
> But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

In 1862, the Confederacy's *Virginia*, formerly the U.S.S. *Merrimac* (left), and the Union's *Monitor* fought to a draw in the first Civil War battle between ironclad warships.



18. Who gave this speech and on what occasion?

19. Which of the following is the main idea of this speech?

    a. The men who died on this battlefield fought bravely, and they deserve to be remembered.
    b. We must be dedicated to preserving democratic government and freedom, so that these soldiers will not have died in vain.
    c. We must defeat the enemy at all costs.
    d. The world will not remember what we say here, but it will remember the battle.

20. Briefly describe the role of each of the following men in the Civil War.

    A. Jefferson Davis

    B. Ulysses S. Grant

    C. Thomas J. "Stonewall" Jackson

    D. William Tecumseh Sherman

21. Match the following Civil War military operations with their locations:

    A. Confederate soldiers seized this federal arsenal in South Carolina on April 12, 1861, in the battle that started the Civil War.

    B. In 1862, a technical Union victory near this Maryland creek convinced Great Britain and France not to grant official recognition to the Confederacy.

    C. The 1863 capture of this southern city opened the Mississippi River to Union troops and shipping.

    D. This July 1863 battle ended the Confederacy's march north behind Union lines and left more than 50,000 casualties.

    a. Antietam
    b. Fort Sumter
    c. Gettysburg
    d. Vicksburg

22. Define each of the following Civil War and Reconstruction terms:

    A. carpetbaggers

    B. copperheads

    C. scalawags

    D. sharecroppers

23. Before he was assassinated in April 1865, President Lincoln had developed a plan for the reconstruction of the South. Congressmen who opposed this plan, and instead called for harsher measures were known as _____.

24. The Reconstruction Act of 1867 established federal military control of all former Confederate states that had not been readmitted to the Union. According to this act, what three actions were Confederate states required to take in order to be readmitted to the Union?

41

Clara Barton organized medical supply operations for the Union during the Civil War and later founded the American Red Cross.

The people pictured above are former slaves exercizing their right to vote. At the end of the Civil War, Congress established the Freedman's Bureau to provide former slaves with clothing, food, educational funds, medical care, and employment advice.

25. Name the following congressmen during the Reconstruction period:

    A. This Massachusetts senator, who was physically assaulted for his abolitionist views before the Civil War, championed equal suffrage for whites and blacks during Reconstruction.

    B. This Pennsylvania congressman, chairman of the Ways and Means Committee during the Civil War, was an outspoken advocate of harsh measures against former Confederate states during Reconstruction.

    C. In 1870, this senator assumed the Mississippi seat that had been held by Jefferson Davis, thus becoming the first black member of Congress.

26. How did Radical Republicans in Congress react when President Andrew Johnson tried to block harsh Reconstruction legislation?

27. What was the purpose of the Black Codes passed by southern legislatures after the Civil War?

28. Name the organization founded in 1866 with former Confederate General Nathan Bedford Forrest as an early leader, that sought to reestablish white supremacy.

29. Democrats agreed to settle the disputed election of 1876 in favor of Republican Rutherford B. Hayes when Republicans granted three concessions to Southern Democrats. What did the Republicans agree to do in this "Compromise of 1877"?

30. How did the 1862 Homestead Act encourage white settlement of the Great Plains?

31. The settling of the Great Plains was made possible by all of the following technological developments *except*:

    a. the invention of barbed wire
    b. dry farming techniques
    c. the invention of the combine
    d. windmills

Answer questions 32-33 based on the following excerpt of Chief Arapoosh's description of the Big Horn basin.

> The Crow country. The Great Spirit put it exactly in the right place; while you are in it, you fare well; whenever you get out of it, whichever way you travel, you fare worse. . . . When the summer heats scorch the prairies, you can draw up under the mountains, where the air is sweet and cool. . . . In the autumn when your horses are fat and strong from the mountain pastures, you can go down on the plains and hunt the buffalo or trap beaver on the streams. And when winter comes on, you can take shelter in the woody bottoms along the rivers.

32. Based on the information provided by Arapoosh, the Crows probably depended primarily on:

    a. farming
    b. fishing
    c. foraging
    d. hunting

33. In a report to the secretary of war, General Raynolds stated that "the Big Horn basin is repelling in all its characteristics, surrounded on all sides by mountain ridges [and presenting] but few agricultural advantages." Which of the following *best* explains the difference in the attitudes of Arapoosh and Raynolds toward the Big Horn area?

    a. Their different cultural backgrounds caused Arapoosh and Raynolds to view the same area differently.
    b. Raynolds noticed the area's deficiency in agriculture because he did not eat buffalo and beaver.
    c. Arapoosh and Raynolds viewed this area in different seasons.
    d. Raynolds viewed the area only from a military point of view.

34. In 1873, the Commissioner of Indian Affairs reported: "If they—the Indians—stand up against the progress of civilization and industry, they must be relentlessly crushed. The westward course of population is neither to be denied nor delayed for the sake of all the Indians that ever called this country their home."

    The idea expressed in this passage most nearly represents which of the following concepts:

    a. Manifest Destiny
    b. racial prejudice
    c. self-determination
    d. states' rights

35. As white settlers moved westward, conflicts with the Native Americans who lived there intensified. Match the following Native American nations with the descriptions:

    A. In response to the influx of miners into Colorado, this group waged war with white settlers until 1864, when 450 of them, led by Chief Black Kettle, were massacred at Sand Creek.

    B. In protest of the construction of the Bozeman Trail through its territory, Chief Red Cloud led this nation in war against the U.S. army from 1865 to 1867.

    C. Fearing retaliation from the U.S. army for a raid on settlers in Idaho, Chief Joseph tried to lead this nation to Canada in 1877.

    D. From 1876 until his capture in 1886, Geronimo led this nation in its resistance to white settlers.

    a. Apache
    b. Cheyenne and Arapaho
    c. Nez Perce
    d. Sioux

36. From 1875 to 1876, the Sioux waged war against U.S. troops in the Black Hills of South Dakota. All of the following contributed to increasing hostility between the whites and the Sioux *except*:

    a. corruption in the Department of the Interior
    b. the discovery of gold on land previously ceded to the Sioux
    c. the extension of the Northern Pacific Railroad through Sioux territory
    d. the lawlessness of surrounding frontier towns

43

Sitting Bull, pictured below, was one of the warriors who led the Sioux in their defeat of Colonel George Custer and his troops in the 1876 Battle of the Little Big Horn. He later performed in Buffalo Bill's Wild West show and was killed in the violence that accompanied the Ghost Dance movement in 1890.

37. Why did Native Americans perform the Ghost Dance in the 1880s?

38. In 1890, the massacre of more than 150 Sioux marked the end of the frontier Indian Wars. Where did this massacre occur?

Answer questions 39-40 based on the following excerpt from Helen Hunt Jackson's 1881 book, A Century of Dishonor.

> It makes little difference . . . where one opens the record of the history of the Indians; every page and every year has its dark stain. The story of one tribe is the story of all, varied only by differences of time and place; but neither time nor place makes any difference in the main facts. Colorado is as greedy and unjust in 1880 as was Georgia in 1830, and Ohio in 1795; and the United States Government breaks promises now as deftly as then, and with an added ingenuity from long practice.

39. Which of the following individuals would disagree most strongly with Jackson's opinion about the morality of U.S. relations with Native Americans?

    a. Henry Dawes
    b. Andrew Jackson
    c. John Marshall
    d. Carl Schurz

40. In this excerpt, Jackson cites three situations that, in her view, characterize the relationship between white settlers and Native Americans. She refers, for example, to the 1880 battles between the Utes and the U.S. army in Colorado that resulted in the removal of Native Americans from Colorado to barren land in Utah. For each of the other two events cited in this excerpt:

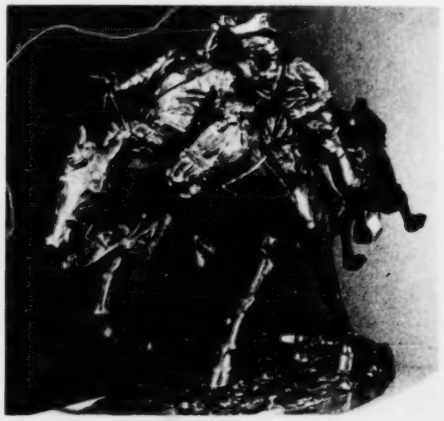
    A. name the Native American nations involved.

    B. briefly describe the circumstances surrounding the events to which Jackson refers.

41. What 1887 legislation sought to end reservations by giving each head of a Native American household 160 acres of reservation land?

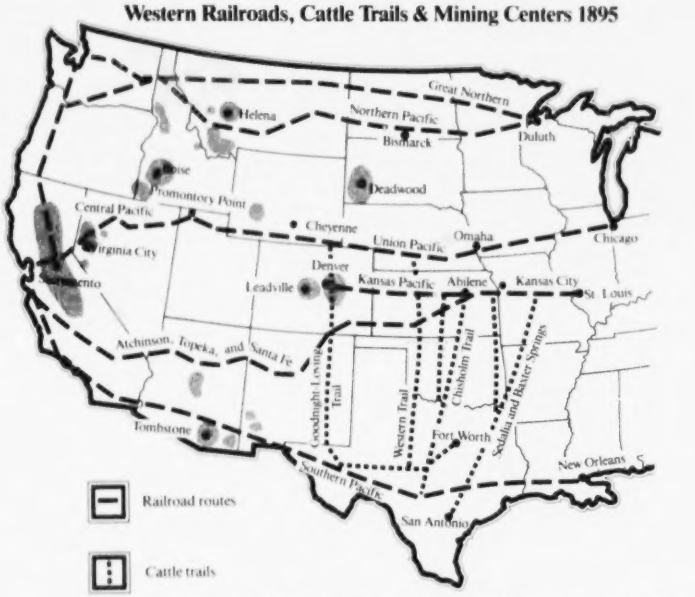
42. Settlers who illegally entered Oklahoma territory and claimed land before it was opened to white settlement in 1889 were called _____.

The Wounded Bunkie, below, is typical of the work of Frederic Remington, an artist and author who first gained recognition when his drawings were published in Theodore Roosevelt's *Ranch Life and Hunting Trails*.



Answer questions 43-44 based on the information in the map, "Western Railroads, Cattle Trails, and Mining Centers, 1895."

Western Railroads, Cattle Trails & Mining Centers 1895



Sources: James Davidson, 2nd ed., *The United States: A History of the Republic*, (Englewood Cliff, N.J.: Prentice-Hall, 1984); Robert A. Divine et al., *America, Past and Present* (Glenview, Ill.: Scott, Foresman and Co., 1984).

43. Determine the factors that led to the establishment and growth of each of the following cities and towns.

    A. Abilene, Kansas

    B. Deadwood, South Dakota

    C. Fort Worth, Texas

    D. Omaha, Nebraska

    E. Tombstone, Arizona

44. Based on your knowledge of where Native Americans lived and the information provided on the map, why was there increasing tension between whites and Native Americans in Oklahoma at the end of the nineteenth century?

45. In 1872, America's first mail order house was established in Chicago to sell goods to the Grangers. It grew to be one of America's largest retail outlets. Name the company.

Railroad workers celebrate the joining of the Union Pacific and the Central Pacific at Promontory Point, Utah, in 1869.

Mark Twain, a riverboat-captain-turned-author, introduced the characters of Tom, Jim, Becky, and Huck in his works about the Mississippi River Valley, including *The Adventures of Tom Sawyer*, *The Adventures of Huckleberry Finn*, and *Life on the Mississippi*.

46. Name the geologist who led federal surveys of the Green and Colorado rivers and served as the director of the U.S. Geological Survey from 1880 to 1894.

47. American pioneers introduced many new words and phrases into the English language. Match each of the following descriptions with the word or phrase that corresponds to it:

    A. Easterners first used this term to describe a special breed of cattle named after a Texas rancher who raised them. The term has come to mean something that is authentic and of good quality.

    B. Gold Rush pioneers adapted this Spanish word for "fair weather" to mean a source of wealth and good fortune.

    C. Passengers waved to a train's engineer when they wanted to get on or off at an unscheduled stop. The engineer acknowledged these requests by blowing the train's whistle. Train trips through small American towns, still made by political candidates today, are named after this practice.

    D. Cattle were once considered to belong to the first rancher who branded them. One Texas rancher broke this custom by refusing to brand his calves and claiming all unbranded cattle. His last name came to mean someone who succeeds without conforming to other people's standards.

    E. Gold prospectors coined this term; originally it meant "to be successful."

    a. bonanza
    b. maverick
    c. pan out
    d. the real McCoy
    e. whistle stop tour

48. Who wrote the *Little House* series about the settlement of the Great Plains?

49. Many tales of the "Wild West" have been immortalized in American folklore. What is the nickname of each of the folklore characters described below?

    A. outlaw William H. Bonney, who committed at least twenty murders, about one for each year of his life, before he himself was killed by Sheriff Pat Garrett

    B. buffalo hunter William F. Cody, who ran the Wild West show that toured the United States, Canada, and Europe for over thirty years

    C. Illinois Central Railroad engineer John Luther Jones, who died while trying to brake his train as it collided with another, an act that saved the lives of his passengers

Answer questions 50-52 based on the following excerpt written by historian Frederick Jackson Turner in 1893.

> Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development.
>
> Behind institutions, behind constitutional forms and modifications, lie the vital forces that call these organs into life and shape them to meet changing conditions. The peculiarity of American institutions is the fact that they have been compelled to adapt themselves to the changes of an expanding people—to the changes involved in crossing a continent, in winning a wilderness, and in developing at each area of this progress out of primitive economic and political conditions of the frontier into the complexity of city life. . . . American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West.

50. According to the passage, which of the following factors had the greatest impact on shaping American culture and character?

    a. European institutions and traditions
    b. frontier settlement
    c. state governments
    d. trade with other nations

51. Based on this thesis, which legislative act would have been most damaging to the development of the American character?

    a. Proclamation of 1763
    b. Land Ordinance of 1785
    c. Preemption Act of 1841
    d. Homestead Act of 1862

52. Which of the following Americans is *least* representative of the American character as described by the author of this passage?

    a. John Quincy Adams
    b. Daniel Boone
    c. Abraham Lincoln
    d. Annie Oakley

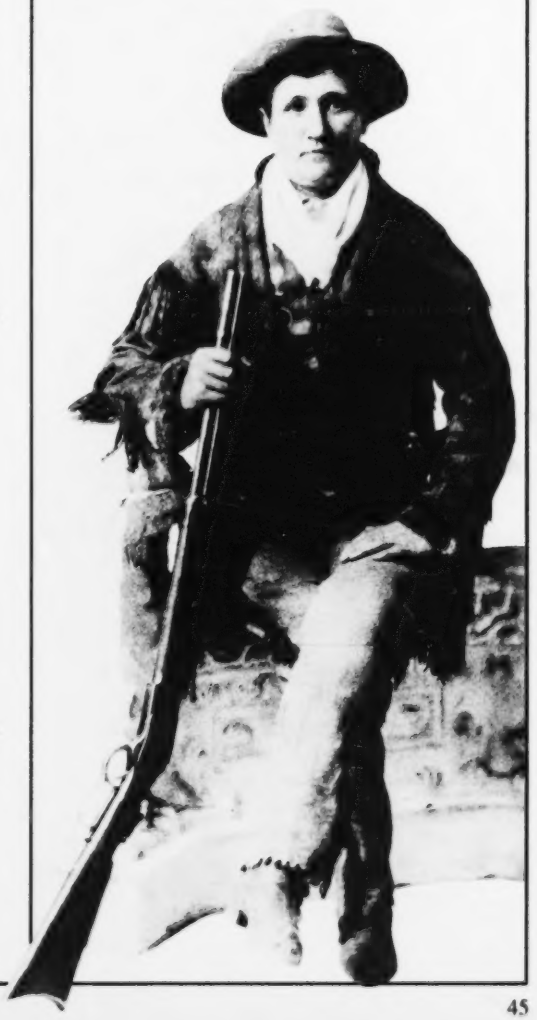
53. As the frontier was settled in the 1890s, the United States became interested in acquiring territory overseas. Identify each of the following islands or island groups that the United States acquired during this time:

    A. This island group became a U.S. territory in 1898, five years after American sugar growers overthrew the queen and enlisted the aid of U.S. Marines to establish a republic.

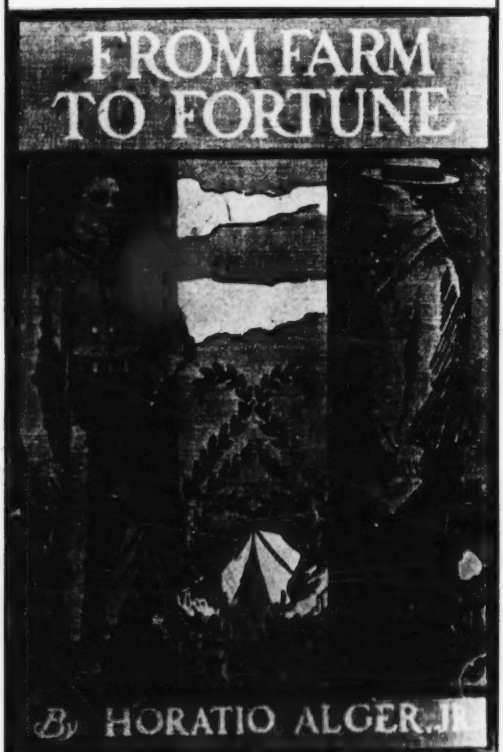
    B. The United States acquired this Caribbean island from Spain following the signing of the Treaty of Paris in 1898.

    C. U.S. troops fought for three years to suppress a nationalist revolt after taking possession of these islands during the Spanish-American War.

Frontierswoman Martha Jane Canary, better known as Calamity Jane, initially won fame for her marksmanship and scouting abilities and later toured with wild-west shows.



With this check, Secretary of State William H. Seward purchased Alaska from Russia in 1867. Like other expansionists of the late nineteenth century, Seward envisioned a vast American empire that would stretch from the Arctic circle to Central America and from Iceland to the Philippines.



Horatio Alger's "rags-to-riches" stories, like *From Farm to Fortune*, claimed that anyone could become a millionaire through hard work and sobriety.

54. What was the main goal of the Open Door policy espoused by U.S. Secretary of State John M. Hay?

55. Mark Twain called the late nineteenth century the "Gilded Age" because he perceived that corruption and greed lurked beneath the American society that so many of his contemporaries revered. Briefly describe how each of the following groups conspired to acquire money or political influence during this period:

    A. Credit Mobilier

    B. Tweed Ring

    C. Whiskey Ring

56. The following advancements in communication were crucial to the growth of big business. Identify the inventor of each of the following items:

    A. typewriter, 1867

    B. telephone, 1876

    C. phonograph, 1878

    D. photographic paper and roll film, 1885-88

57. The theory of Social Darwinism, promoted by social scientist William Graham Sumner, influenced America's economic and social development during the late nineteenth century. Which of the following terms is *not* associated with this theory?

    a. free enterprise
    b. *laissez faire*
    c. survival of the fittest
    d. trust busting

58. The rise of big business in the late nineteenth century enabled American entrepreneurs to build fortunes. Identify the following industrial tycoons:

    A. In 1869, he consolidated the railroad lines linking New York and Chicago into one company, the New York Central.

    B. In 1870, he formed Standard Oil Company of Ohio and gained control of more than 90 percent of the oil industry through horizontal integration; in 1881, Standard Oil became the first trust.

    C. He established the Great Northern Railroad in 1893, the first railroad to be built without federal land grants or cash subsidies.

    D. He introduced vertical integration to the steel industry; by 1900, his company was the largest industrial company in the world and produced more than 25 percent of the nation's steel.

    E. In 1901, he combined various steel companies under a single holding company, the United States Steel Corporation, the first billion-dollar company.

59. What two immigrant groups were responsible for more than 90 percent of the labor involved in laying the tracks for the first transcontinental railroad?

60. What did the American Railway Association do in 1883 to standardize scheduling and improve railway efficiency?

61. What law was passed by Congress in 1887 to regulate railroad rates and monitor competition practices?

62. Name the 1890 legislation that prohibited any commercial agreement "in restraint of trade or commerce among the several states, or with foreign nations."

63. During the late nineteenth century, American labor organizations grew in response to poor working conditions. Match the following labor organizations with their descriptions:

A. This alliance, founded in 1867 as a social organization for farmers, established cooperatives to buy, produce, and sell farm products.

B. This labor organization, created in 1869, admitted skilled and unskilled workers, called for an eight-hour workday and the abolition of child labor, and opposed labor strikes.

C. This secret organization of Pennsylvania miners used acts of terrorism to protest poor working conditions during the 1870s.

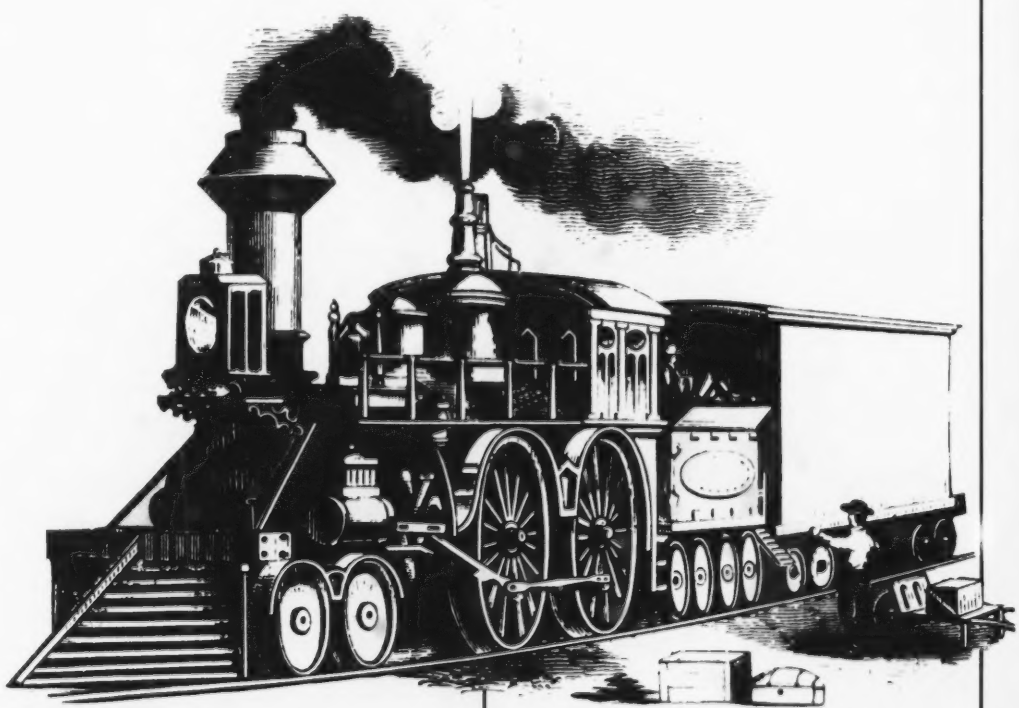
D. This coalition of craft unions, organized in 1886, admitted skilled workers only and focused on immediate reforms, such as higher wages and shorter hours, rather than fundamental change.

a. American Federation of Labor

b. Knights of Labor

c. Molly Maguires

d. Patrons of Husbandry (known as the Grange)



Answer questions 64-66 based on the information in the chart, "American Labor in the 1890s."

American Labor in the 1890's

Year	Manufacturing Industries		Unemployment Percentage	Work Stoppages				Union Membership
					Major Issues			
	Avg. Daily Hours	Avg. Annual Wages		Total	Wages/ Hours	Union Organization	Other	
1890	10.02	$425	4.0%	1,897	1,039	318	540	
1891	10.01	429	5.4	1,786	867	334	585	
1892	10.04	431	3.0	1,359	693	261	405	
1893	9.99	410	11.7	1,375	783	257	335	
1894	9.92	376	18.4	1,404	865	206	333	
1895	9.97	392	13.7	1,255	810	217	228	
1896	9.96	393	14.4	1,066	547	297	222	
1897	9.94	395	14.5	1,110	680	193	237	447,000
1898	9.97	394	12.4	1,098	645	236	217	501,000
1899	9.94	420	6.5	1,838	1,014	471	353	611,000
1900	9.89	432	5.0	1,839	931	414	494	868,000

Source: U.S. Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1970* (Washington, D.C.: U.S. Government Printing Office, 1975).

64. Which year was the worst for labor?

65. Which of the following was most likely a recovery year from a depression?

    a. 1893
    b. 1895
    c. 1897
    d. 1899

66. Which of the following generalizations is most likely true according to the chart?

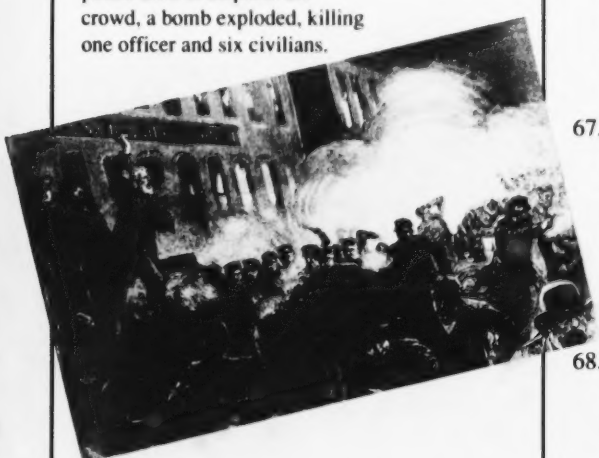
    a. Immigrants cause a decline in union membership.
    b. Owners tend to cut hours significantly during depressions.
    c. Workers are less militant during bad economic times.
    d. Workers want higher wages when unemployment increases.

67. The Populist party, a coalition of farmers and laborers, was the first third party to receive votes in the electoral college. Which of the following was *not* part of the Populist party's platform in the 1892 presidential election?

    a. an eight-hour workday
    b. a graduated income tax
    c. the initiative, referendum, and recall
    d. a return to the gold standard

68. In 1894, President Cleveland ignored the protests of Governor William Altgeld and ordered federal troops to put an end to rioting in Chicago during the Pullman strike. What Supreme Court case upheld Cleveland's actions, setting the stage for federal intervention in school integration and race riots during the 1950s and 1960s?

The Haymarket riot in Chicago in 1886 started as a protest by anarchists and labor groups against police brutality. As police tried to disperse the crowd, a bomb exploded, killing one officer and six civilians.



50

69. Which of the following groups benefited *least* from the New South Movement in the last half of the nineteenth century?

    a. bankers
    b. farmers
    c. factory owners
    d. factory workers

70. Changing economic and social conditions prompted millions of people to emigrate to the United States during the late nineteenth and early twentieth centuries. Using the geographic regions listed below, complete each of the following sentences to describe immigration trends that characterized this period.

    northern Europe — Asia
    southern and eastern Europe — Latin America

    A. From 1860 to 1880, most immigrants came from _____.

    B. From 1880 to 1900, most immigrants came from _____.

71. In 1882, Congress ratified a treaty that specifically prohibited inhabitants of what country from immigrating to the United States?

Answer questions 72-74 based on the cartoon below.

72. This cartoon is meant to show that

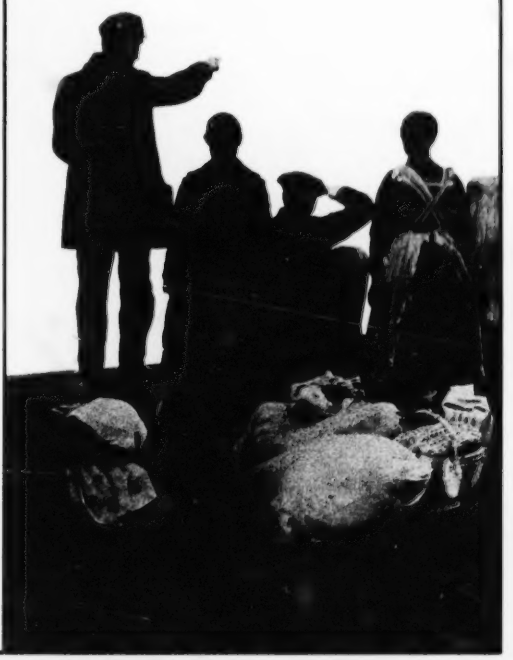
    a. America is the land of the Melting Pot.
    b. immigration lowers the American standard of living.
    c. opposition to immigration is hypocritical.
    d. wealthy Americans discriminate against the poor.

73. The shadows on the wall best illustrate what concept?

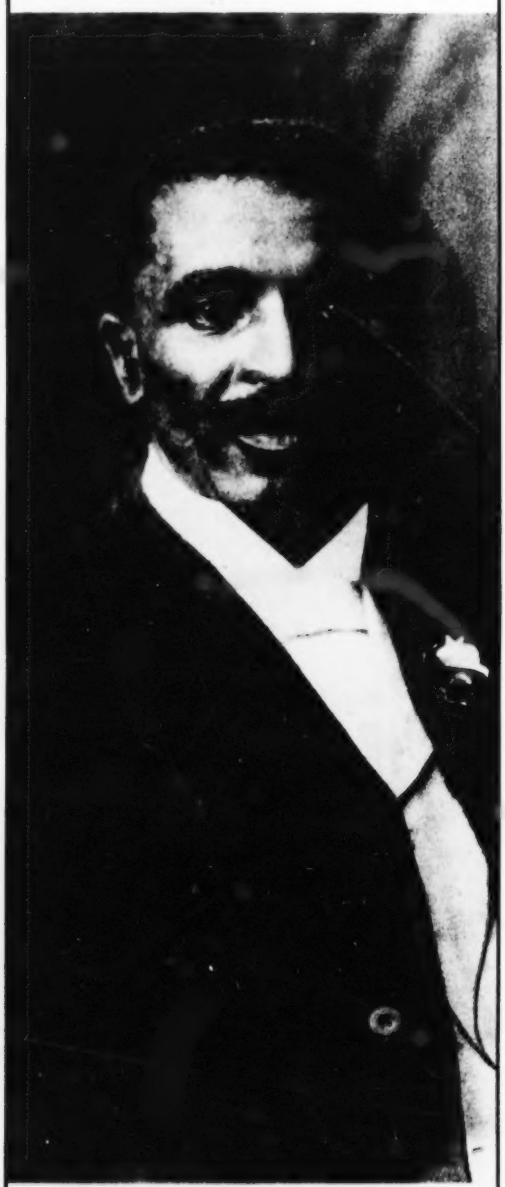
    a. eugenics
    b. self-determination
    c. stereotyping
    d. stratification

51

Between 1877 and 1890 more than 6.3 million immigrants entered the United States. By 1890, nearly 9 million Americans—about 15 percent of the population—were foreign born.



George Washington Carver, an ex-slave who became director of agricultural research at Tuskegee Institute, contributed to the diversification of the southern agricultural economy by developing new uses for peanuts, soybeans, and sweet potatoes.



74. With which of the following groups would the men in the cartoon (not their shadows) have been in strongest agreement?

    a. Catholic church
    b. Knights of Labor
    c. Know-Nothing party
    d. urban bosses

75. European immigrants introduced new expressions into the English language. Match the word or phrase with the country or culture from which it came.

A. an ax to grind	a. German
B. bummer	b. Irish
C. get lost	c. Italian
D. hot seat	d. Scots-Irish
E. paddy wagon	e. Yiddish

76. Name the 1862 federal legislation that gave states public lands to sell in order to endow colleges specializing in agriculture or engineering.

77. What was the goal of the Carlisle School, opened in 1879 in Pennsylvania?

78. As the population of cities grew during the late nineteenth century, skyscrapers were developed to meet the growing need for housing and office space. The inventions described below were integral to the development of the skyscraper. Name each of the following:

    A. the new process developed in 1851 by William Kelly for converting pig iron into steel

    B. the 1852 invention of Elisha Otis

79. Identify the architects of the following buildings, regarded as the world's first skyscrapers:

    A. Chicago's Home Insurance Building, built in 1884-85

    B. St. Louis's Wainright Building, built in 1890

80. Frederick Law Olmsted, one of America's first urban planners, is credited with designing what famous New York City attraction?

81. Who was the only American to exhibit paintings in the Paris Impressionist show that ran from 1877 to 1886?

82. Name the poet who wrote: "Because I could not stop for Death / He kindly stopped for me— / The carriage held but just ourselves / And immortality."

83. Name the nineteenth-century author who drew comparisons between the upper classes of America and Europe in novels such as *The Americans* and short stories such as "Daisy Miller."

84. Realism, a literary movement of the late nineteenth century, tried to portray life without idealizing or romanticizing it. *The Rise of Silas Lapham* and *A Hazard of New Fortunes* were written by a member of this movement. Who wrote these two novels?

85. Many realists focused on the character of specific geographic regions. Match each of the following "local-color writers" with the region they chose to depict:

A. New England	a. Hamlin Garland
B. Great Plains	b. Joel Chandler Harris
C. South	c. Bret Harte
D. West	d. Sarah Orne Jewett

86. *Sister Carrie* and *An American Tragedy* expose the misery and greed caused by America's transition from a rural to an urban society. Who wrote these novels?

87. Many authors of the late nineteenth century focused on the hardships endured by the lower classes and exposed the need for social reform. Identify the author of each of the following works:

A. *How the Other Half Lives* (1890), which used both narrative and photographs to document living conditions in New York City slums

B. *Maggie: A Girl of the Streets* (1893), which portrayed the degradation of poverty, and *The Red Badge of Courage* (1895), which depicted the devastation of the Civil War

C. *The Octopus* (1901) and *The Pit* (1903), which characterized big business as a threat to individual enterprise

D. *Sea Wolf* (1903) and *The Call of the Wild* (1904), which focused on nature's triumph over civilization's attempts to subdue it

88. _____ is renowned for his study of the human body in works such as *The Swimming Hole* and *The Gross Clinic*.

89. In response to the poverty, crime, and disease that characterized city life, Jane Addams founded _____, one of the first and most important American social work centers.

90. Name the type of journalism, practiced by New York newspaper publishers Joseph Pulitzer and William Randolph Hearst, that was noted for its sensationalism and loose treatment of fact.

91. During the late nineteenth and early twentieth centuries, this journalist investigated conditions in mental hospitals and on Ellis Island. Newspaper readers knew her as _____, a pseudonym taken from a popular song by Stephen Foster.

In poems such as "When Lilacs Last in the Dooryard Bloom'd," "Pioneers! O Pioneers!" and "O Captain! My Captain!" Walt Whitman celebrated the uniqueness of the average individual.

The issue of women's suffrage pervaded late-nineteenth-century American culture, as this piece of sheet music indicates. Several western states, led by Wyoming in 1869, gave women the right to vote even though national suffrage would remain a topic of political debate for more than sixty years.

Answer questions 92-93 based on the following speech delivered by Susan B. Anthony at her trial in 1873.

> Friends and fellow-citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution. . . .
>
> It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves . . . but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them . . . the ballot. . . .
>
> The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no State has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities.

92. In referring to her crime of voting, Anthony probably used the word "alleged" because

    a. she believed that voting was not a crime under the terms of the U.S. Constitution.
    b. she believed that she was not guilty because she did not know that it was illegal for women to vote in the state of New York.
    c. she maintained that she was not compelled to admit her guilt under the terms of the Fifth Amendment.
    d. she maintained that she did not vote in the election.

93. Based on this quote, identify whether Anthony would agree or disagree with each of the following:

    A. the 1875 Supreme Court decision in *Minor* v. *Happersett*

    B. proposals made at Seneca Falls convention in 1848

    C. the doctrine of states' rights

    D. proposals made by Equal Rights Association in 1869

94. Why did the enactment of the Fifteenth Amendment lead to a schism in the women's rights movement?

95. Frances E. Willard was president of what organization from 1879 until her death in 1898?

96. What 1896 Supreme Court decision supported the South's Jim Crow laws, which segregated blacks and whites in public places?

97. Why did southern legislators enact poll taxes and literacy tests in the 1890s?

98. The 1896 presidential campaign became known as "the battle between the standards," because the campaign was dominated by debate over whether paper money should be backed by gold or silver.

    A. Who was the presidential candidate of the Democratic party in 1896?

    B. Who was the presidential candidate of the Republican party in 1896?

    C. What position regarding the standard was taken by each of the candidates during the 1896 campaign?

99. Name the allegory of the silver movement that Frank Baum wrote at the end of the nineteenth century to "bear the stamp of our times and depict the progressive fairies of today."

In paintings such as *Breezing Up*, below, Winslow Homer depicted both the power of the sea and the joy and adventure of boyhood.

4. An Era of Reform

The so-called Progressive Era followed the painful rebuilding of the shattered nation. Politics provided a tool for improving the lives of citizens. Reformers and public servants strove to abolish urban slums, improve working conditions in factories, and eliminate the stranglehold big business interests held on government and the economy. Numerous "muckrakers" exposed the country's rampant corruption, while reformers sought to correct abuses.

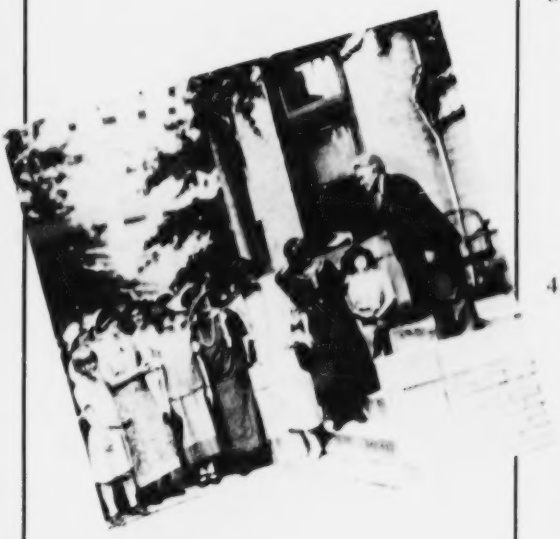
After the assassination of Archduke Franz Ferdinand of Austria and his wife, Europe became embroiled in war. The United States remained officially neutral, but German attacks on American vessels taking supplies to the Allies increased support for U.S. involvement in the war. After the sinking of the *Lusitania*, Woodrow Wilson, reelected because "he kept us out of war," reluctantly called for American entry into World War I.

Constitutional amendments gave women the right to vote and, in the "noble experiment," banned the sale of liquor countrywide. Prohibition sought to stamp out the scourge of alcohol, but instead encouraged illegal "rum-running," or smuggling, and bootleg distillers who flagrantly violated the law.

During Prohibition the country prospered, with factories operating at full capacity and technology racing to keep ahead of consumer demand. The end came on October 24, 1929, when the stock market plunged, losing tens of billions of dollars and sparking a panic that spread into a global depression. Banks failed at an unprecedented rate, taking millions of dollars in small savings accounts with them. Soup kitchens distributed food and charity to long lines of unemployed Americans.

President Franklin D. Roosevelt swept into office on the strength of his promise of a "New Deal" for the United States. This aggressive program created jobs through a broad spectrum of public works projects sponsored by several federal agencies.

To make things worse, the dust bowl drought of the late 1930s dried up lands across the Great Plains and Southwest. Thousands of farmers went broke and took to the road to seek a better life. John Steinbeck's *Grapes of Wrath* describes the hardships of a Depression-era family, and photographers Margaret Bourke-White and Dorothea Lange recorded the pain of poverty.



As Wisconsin's governor, Robert LaFollette promoted the Wisconsin Idea, a model of Progressive political reform that included stricter regulation of public utilities, the adoption of a state income tax, and the creation of a workers' compensation program.

1. During the early twentieth century, the philosophy of pragmatism refuted the **laissez-faire** principles of Social Darwinism. Proponents of pragmatism maintained that institutions had a duty to protect the welfare of the individual and should apply rational techniques to solve social problems. Name the psychologist who popularized the philosophy of pragmatism.

2. Name the educator who applied pragmatism to educational reform, arguing that schools should provide students with the learning and vocational skills necessary to succeed in modern industrial society.

3. The ideals of pragmatism contributed to the rise of progressivism, a middle-class movement that focused on reforming American society. Which of the following was *not* a component of progressive values?

   a. a belief that knowledge and scientific methods were central to progress
   b. a commitment to fight racial and sexual discrimination in the public sector
   c. confidence in the ability of humankind to create a better world
   d. indignation at the corruption, injustice, and inefficiency in government and business institutions

4. Progressive reformers tried to eliminate corruption in government by making the American political system more democratic. They urged, for example, that states adopt primary elections so that voters, rather than political party bosses, could nominate candidates for political office. How did each of the following progressive measures make state and local government more responsive to the will of the people?

   A. initiative

   B. referendum

   C. recall

5. The progressive movement's influence resulted in the passage of four constitutional amendments between 1910 and 1920. Name these four amendments.

6. Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson implemented a number of political and economic reforms during the Progressive Era. Identify which administration was responsible for each of the following reforms:

   A. the enactment of the Elkins Act and the Hepburn Act, which strengthened the power of the Interstate Commerce Commission to regulate the railroads

   B. the enactment of the Underwood-Simmons Act, which lowered tariffs for the first time since the Civil War and established the first graduated income tax

   C. the establishment of a Children's Bureau within the U.S. Department of Labor, which investigated issues involving the health, education, and employment of children

   D. the establishment of the Federal Trade Commission, which investigated alleged unfair business practices of American companies

7. In 1902, President Roosevelt established the federal government as an arbiter in labor disputes affecting the public interest when he negotiated the settlement of a dispute between management and representatives of what union?
8. President Roosevelt's opposition to corporations that engaged in unfair business tactics led to the 1904 dissolution of what railroad monopoly for violation of the Sherman Antitrust Act?
9. Name the Upton Sinclair novel about the Chicago meat-packing industry that prompted the Roosevelt administration to pass the Meat Inspection Act and the Pure Food and Drug Act of 1906.
10. Name the author of *Women and Economics*, a feminist manifesto that encouraged women to achieve economic independence from men.
11. In 1905, William Haywood and Eugene V. Debs organized skilled and unskilled workers into a labor union that demanded the overthrow of the capitalist system through the use of strikes, boycotts, and sabotage. What was the name of this union?
12. Although most labor unions refused to accept female members, some women were able to organize for better working conditions during the early twentieth century. What labor union, which consisted primarily of women, struck successfully for better working conditions in the shirtwaist industry in 1909 and 1911?
13. What is the name of the oldest and largest civil rights organization in the United States, founded in 1909?

Answer questions 14-15 based on the following excerpts, written by Booker T. Washington and W. E. B. Du Bois.

> Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labour and put brains and skill into the common occupations of life. . . . No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. . . . I believe it is the duty of the Negro—as the greater part of the race is already doing—to deport himself modestly in regard to political claims, depending upon the slow but sure influences that proceed from the possession of property, intelligence, and high character for the full recognition of his political rights. (Booker T. Washington)

> This is an age of unusual economic development, and Mr. Washington's programme naturally takes an economic cast, becoming a gospel of Work and Money to such an extent as apparently almost completely to overshadow the higher aims of life. Moreover, this is an age when the more advanced races are coming in closer contact with the less developed races, and the race-feeling is therefore intensified; and Mr. Washington's programme practically accepts the alleged inferiority of the Negro races. . . . Mr. Washington withdraws many of the high demands of Negroes as men and American citizens. In other periods of intensified prejudice all the Negro's tendency to self-assertion has been called forth; at this period a policy of submission is advocated. . . .
>
> Mr. Washington distinctly asks that black people give up, at least for the present, three things: first, political power; second, insistence on civil rights; third, higher education of Negro youth—and concentrate all their energies on industrial education, and accumulation of wealth, and the conciliation of the South. (W.E.B. DuBois)

Ida Tarbell's expose of corruption in the Standard Oil Company was typical of muckraking journalism. She and fellow muckrakers investigated social, economic, and political issues and called for reform of American institutions.

Theodore Roosevelt, pictured above with conservationist John Muir in Yosemite National Park, enacted several measures to help preserve the environment. These measures included the National Reclamation Act of 1902, which set aside the proceeds from the sale of public lands in western states for irrigation projects.

Industrialist Henry Ford revolutionized production techniques by introducing the assembly line in his automobile factory. He also was one of the first members of the business community to establish an eight-hour workday and a minimum wage for his employees.

14. Based on these excerpts, which author would be more likely to:

    A. believe that assimilation is the key to advancement?

    B. believe that hard work and industrial education are the key to gaining political rights?

    C. vehemently disagree with the Supreme Court's decision in *Plessy v. Ferguson*?

    D. focus energy on abolishing poll taxes?

15. For each of the following statements made by Washington, determine whether Du Bois would be likely to agree or disagree:

    A. "The Negro should not be deprived by unfair means of the franchise."

    B. "The agitation of questions of social equality is the extremest folly."

    C. "Progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than artificial forcing."

    D. "It is important and right that all privileges of the law be ours."

16. Social and political reform became the dominant issue of the election of 1912. Match each of the following candidates in that election with the party that nominated him:

    A. Eugene V. Debs

    B. Theodore Roosevelt

    C. William Howard Taft

    D. Woodrow Wilson

    a. Democratic party

    b. Progressive ("Bull Moose") party

    c. Republican party

    d. Socialist party

17. Name the national banking system created by Congress in 1913.

18. The Clayton Antitrust Act, enacted in 1914, restricted:

    a. deceptive advertising
    b. government regulation of business
    c. **interlocking directorates**
    d. labor unions

19. During President Wilson's administration, Congress passed several bills that improved working conditions for many Americans. Identify the main provisions of the following acts:

    A. Adamson Act, 1916

    B. Federal Farm Loan Act, 1916

    C. Keating-Owen Act, 1916

    D. La Follette Seaman's Act, 1915

20. Each of the three presidents during the Progressive Era favored a different approach to foreign policy. Which president advocated each of the following policies?

    A. His "big stick policy" asserted the right of the United States to act as an "international police power" and to use force, or the threat of force, whenever necessary to uphold democracy and economic growth throughout the world.

    B. His "dollar diplomacy" encouraged private commercial ventures in Asia and Latin America as a means of advancing U.S. foreign policy.

    C. His "moral diplomacy" promoted democracy and advocated the use of negotiations to settle international disputes.

21. Why did the United States support Panama's 1903 rebellion against Colombia?

22. After U.S. Army Surgeon _____ proved that mosquitoes transmit yellow fever and malaria, Colonel _____ enacted sanitary measures to eradicate these diseases in the Panama Canal Zone.

23. President Theodore Roosevelt won the Nobel Peace Prize in 1906 for negotiating the end of a war between which two countries?

24. American involvement in the Mexican Civil War reached a climax in 1916 when revolutionary leader Pancho Villa began a series of raids against towns along the United States-Mexico border. Name the U.S. general who responded to these raids by leading 6,000 soldiers into Mexico to capture Villa.

25. At the turn of the century, revolutions in industrialization, transportation, and urbanization gave Americans more time to pursue recreational activities. In 1910, Americans would be *least* likely to attend:

    a. P.T. Barnum's "Greatest Show on Earth."
    b. a musical starring Fred Astaire and Ginger Rogers.
    c. an operetta composed by Victor Herbert.
    d. a professional baseball game.

26. *Ziegfeld's Follies* was a popular form of _____, a variety show that attracted huge audiences during the early twentieth century.

27. Match each of the following composers popular during the early twentieth century with the description of his work:

    A. This "March King" wrote popular patriotic marches, such as "The Stars and Stripes Forever."

    B. This composer's ragtime music, such as "Maple Leaf Rag," set off a nationwide dance craze.

    C. This Russian immigrant wrote "Alexander's Ragtime Band" in 1911. He later received a congressional gold medal for "God Bless America."

    D. This composer of piano pieces also wrote orchestral works, such as *Indian Suite*.

    a. Irving Berlin
    b. Scott Joplin
    c. Edward MacDowell
    d. John Philip Sousa

60

With his brother Wilbur looking on, Orville Wright completed the first piloted flight of a power-driven airplane. The Wright brothers experimented with gliders, wind tunnels, and aerodynamic engines before accomplishing their historic feat at Kitty Hawk, North Carolina, in December 1903.

Alfred Stieglitz, the photographer of "Spring Showers, the Coach," above, popularized photography as an art form through his own work, the magazines he edited, and the galleries he directed during the early twentieth century.

28. Name the avant-garde composer who won the Pulitzer Prize for his *Symphony No. 3*, a work that defied traditional rules of harmony and rhythm.

29. Augustus Saint-Gaudens and Daniel Chester French are best known for their work in what medium?

30. Which of the following scenes would most likely be depicted in a painting from the early-twentieth-century "Ash Can School," which included artists Robert Henri and John Sloan?

    a. the Rocky Mountains
    b. farmers of the Great Plains
    c. a poolhall in New York City
    d. President Theodore Roosevelt

31. The following excerpts are from American poems written in the 1910s. Match each excerpt with its author:

    A. Hog Butcher for the World,
    Tool Maker, Stacker of Wheat,
    Player with Railroads and the Nation's
    Freight Handler;
    Stormy, husky, brawling,
    City of the Big Shoulders:

    B. I shall be telling this with a sigh
    Somewhere ages and ages hence:
    Two roads diverged in a wood, and I—
    I took the one less traveled by,
    And that has made all the difference.

    C. In the room the women come and go
    Talking of Michelangelo.

    a. T. S. Eliot
    b. Robert Frost
    c. Carl Sandburg

32. After Archduke Franz Ferdinand of Austria and his wife Sophie were assassinated in 1914, war broke out in Europe. At the onset of World War I:

    A. what countries formed the Triple Entente?

    B. what countries formed the Triple Alliance?

    C. what was the official position of the United States?

Answer questions 33-35 based on the following excerpt from a speech made by Senator George Norris on April 4, 1917.

> We are taking a step today that is fraught with untold danger. We are going into war upon the command of gold. We are going to run the risk of sacrificing millions of our countrymen's lives in order that other countrymen may coin their lifeblood into money. . . . By our act we will make millions of our countrymen suffer, and the consequences of it may well be that millions of our brethren must shed their lifeblood, millions of broken-hearted women must weep, millions of children must suffer with cold, and millions of babes must die from hunger, and all because we want to preserve the commercial right of American citizens to deliver munitions of war to belligerent nations.

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33. Which of the following *best* explains the reason that Norris was opposed to U.S. involvement in World War I?

    a. The Central Powers would defeat the Allies.
    b. The United States would enter a depression after the war.
    c. The United States would enter the war only to further the interests of the business community.
    d. President Wilson's policy of Moral Diplomacy would be compromised.

34. Which of the following terms describes the foreign policy advocated by Norris?

    a. containment
    b. imperialism
    c. internationalism
    d. isolationism

35. If Norris had repeated this argument before World War II, which of the following groups would have *disagreed* with his position most strongly?

    a. the Senate Munitions Investigating Committee, headed by Gerald P. Nye, in 1935
    b. the Roosevelt administration in 1938
    c. the Committee to Defend America, headed by William Allen White, in 1939
    d. the America First Committee, headed by Charles Lindbergh, in 1940

36. Each of the following actions contributed to the resolve of Americans to enter World War I. Which of them prompted President Wilson to propose the arming of merchant ships?

    a. revolution in Russia
    b. Germany's submarine warfare
    c. the interception of the Zimmermann telegram
    d. the sinking of the *Lusitania*

37. How did the Committee on Public Information contribute to the war effort?

38. Name the peace plan proposed by President Wilson in 1918.

39. Republican senators blocked ratification of the Treaty of Versailles because they objected to its establishment of the League of Nations. Why did they oppose the League of Nations?

40. Name the author who developed his succinct style while writing war bulletins from Europe during World War I. Many of his works, including *The Sun Also Rises* and *A Farewell to Arms*, describe the disillusionment and despair brought on by war.

41. _____ wrote many patriotic songs, including "Over There," which was the most popular song in America during World War I.

42. Although women did not have national suffrage at the time, Montana's Jeannette Rankin accomplished what political feat in 1916?

43. Why was the Volstead Act of 1919 passed?

In 1915, Carrie Chapman Catt, a former president of the National American Women Suffrage Association, co-founded the Women's Peace party with Jane Addams.

The federal government used posters, parades, and other patriotic appeals to sell Liberty Bonds as a means of financing U.S. involvement in World War I.

62

Marcus Garvey, a Jamaican immigrant and entrepreneur, founded the Universal Negro Improvement Association, an international organization that sought to create a self-governed black nation in Africa.

Clarence Darrow, standing, presents early arguments in his 1925 defense of John Scopes, who is seated behind him. Scopes was convicted of teaching Darwin's theory of evolution in a highly publicized trial in which William Jennings Bryan served as prosecutor.

44. During the 1920s, a number of terms entered the American vocabulary. Identify each of the terms described below:

    A. These women bobbed their hair, shortened their skirts, and danced the Charleston.

    B. These people illegally brewed or imported alcoholic beverages during Prohibition.

    C. These saloons, often run by gangsters, served alcoholic beverages during Prohibition.

45. During the early twentieth century, New York City's Greenwich Village became the home of many young radicals. Identify each of the following people:

    A. This anarchist lectured and wrote on radical causes such as women's oppression, edited the magazine *Mother Earth* for eleven years, and was deported to Russia for advocating opposition to the draft during World War I.

    B. This American journalist and revolutionary covered the Bolshevik Revolution in Russia and wrote *Ten Days that Shook the World*, an eyewitness account of the revolution.

    C. This public health nurse published *Women Rebel*, opened the first birth control clinic, and was jailed repeatedly for violating the Comstock Act.

46. As communism spread throughout Eastern Europe, Americans became increasingly frightened that radical groups would overthrow the U.S. government. Which of the following events was probably *least* influenced by the "Red Scare" of the early 1920s?

    a. the introduction of a quota system on immigration
    b. the Palmer raids
    c. the reemergence of the Ku Klux Klan
    d. the Teapot Dome affair

47. Name the two anarchists who were executed for the murder of two people during a robbery, touching off nationwide protests of their innocence.

48. During the early 1920s, membership in labor unions decreased dramatically and public support for organized labor diminished. Which of the following did *not* contribute to the decline in union membership?

    a. increasing numbers of industrial employees leaving cities to find work on farms
    b. increasing labor unrest, including strikes by the Boston police force and the United Mine Workers
    c. public fear that communist revolutionaries were infiltrating unions
    d. the use of injunctions and "yellow-dog" contracts by management

49. When the National Woman's party, led by Alice Paul, succeeded in having an equal rights amendment introduced in Congress in 1923, Mary Anderson led women's labor unions in opposing the amendment. Why did women's unions oppose the amendment?

50. Name the Democratic mayor of New York who, in 1928, became the first Roman Catholic to be nominated for the presidency.

51. Between 1928 and 1929, sixty-two nations signed a treaty that renounced war as "an instrument of national policy." Name the secretary of state who won a Nobel Peace Prize for his role in drafting this treaty.

52. Name the "father of radio broadcasting" who earned more than three hundred patents in radio technology.

53. In 1923, _____ invented the iconoscope and the kinescope, the bases for television transmission and reception.

54. When he flew the first nonstop transatlantic flight in 1927, _____ became a hero. His flight came to symbolize the triumph of technology and individualism over nature.

55. The "Roaring Twenties" was a decade marked by technological achievements and a booming economy. But the period also produced a generation of writers who portrayed the dark side of the modern age. What term did author Gertrude Stein use to describe these young writers?

56. Name the editor of *The American Mercury* who is known for his satirical comments about American life, including, "Injustice is relatively easy to bear; what stings is justice."

57. Name the playwright who received Pulitzer prizes for his portrayal of tragic family relationships in *Beyond the Horizon*, *Anna Christie*, and *Strange Interlude*.

58. Who portrayed the excesses of the 1920s in *This Side of Paradise* and *The Great Gatsby*?

59. Willa Cather's novels *My Antonia* and *O Pioneers* depict the lives of European immigrants who settled in what region of the United States?

60. Langston Hughes and James Weldon Johnson are viewed as members of an artistic movement that was characterized by racial pride and interest in African culture. Name the movement.

61. The first syndicated radio show, which began in 1928, perpetrated contemporary racial stereotypes. Name this program.

62. Name the comedian who gained worldwide fame as "the little tramp" in silent films, including *Shoulder Arms* and *The Kid*.

63. Name each of the following silent film stars:

    A. "America's Sweetheart" who starred in *Pollyana*

    B. the "Latin lover" who starred in *The Sheik*

64. How did the 1927 movie *The Jazz Singer*, starring Al Jolson, make motion picture history?

65. What composer blended jazz and classical music in *Rhapsody in Blue*, an orchestral composition, and *Porgy and Bess*, a folk opera?

Louis Armstrong and other early twentieth-century musicians popularized jazz, an American music form derived from African rhythms, slave songs and spirituals, ragtime, and European harmonies.

64

The number of automobiles owned by Americans more than tripled between 1920 and 1930, contributing to the construction of paved roads, the growth of suburbs, and a boom in the development of the steel industries.

Nearly 15,000 World War I veterans formed the Bonus Army and marched into Washington, D.C., in 1932 to lobby for a bill authorizing payment of their war bonuses. After the Senate refused to pass the bill, President Hoover ordered General Douglas MacArthur to drive the Bonus Army out of the nation's capital.

66. Fill in the blanks below with the appropriate artist's name:

    A. _____ is known for her detailed paintings of flowers and bleached animal bones of the American Southwest.

    B. In paintings such as *Automat*, _____ used muted colors to depict empty, lonely buildings in New York City.

67. As the work week shortened, Americans spent newly gained leisure time at sporting events. Name the sport in which each of the following pairs of popular athletes participated:

    A. Jack Dempsey and Gene Tunney

    B. Red Grange and Knute Rockne

    C. Bobby Jones and Walter Hagen

    D. Babe Ruth and Ty Cobb

    E. Helen Wills and Bill Tilden

68. Historians sometimes refer to the stock market of the 1920s as "The Great Bull Market." What is a bull market?

69. Overspeculation in the stock market led to its crash on October 24, _____, a date that became known as "Black Thursday."

70. All of the following were causes of the Great Depression *except*:

    a. a decline in agriculture prices and wages
    b. an imbalance between supply and demand
    c. a reluctance of banks to issue credit
    d. unstable economic conditions in Europe

71. Immigration was encouraged during World War I, but Americans grew increasingly resentful of new immigrants as jobs became scarce during the Depression. More than 500,000 members of what ethnic group, many of whom were U.S. citizens, were deported in the 1930s?

72. President Herbert Hoover's 1932 program to lend money directly to banks and railroads was known as the _____.

73. President Hoover enacted few reforms to relieve the Depression because he believed that aid should come from what other sources?

74. Why did President Franklin Delano Roosevelt declare a four-day bank holiday within hours of taking office in 1933?

75. During the "Hundred Days" of Roosevelt's presidency, Congress created several agencies to manage programs to improve the economy. Name each of the agencies described below:

    A. This agency constructed dams to control floods and generate electricity for a poverty-stricken seven-state region in the Southeast.

    B. This agency was established by the Glass-Steagall Banking Act to protect bank deposits against bank failure.

    C. This agency employed urban youths from families on relief to build trails and improve public facilities in national parks and recreational areas.

76. Name the New Deal legislation that:

    A. created the National Labor Relations Board with power to determine appropriate collective bargaining groups and to investigate unfair employer practices.

    B. established a minimum wage, a forty-hour work week, time-and-a-half wages for overtime work, and prohibited the employment of children under the age of sixteen in industries that engaged in interstate commerce.

    C. improved farmers' purchasing power by paying **subsidies** to farmers who took land out of production.

77. In addition to managing construction projects, the _____, headed by Harry L. Hopkins, hired authors to write state guide books and artists to paint murals on public buildings.

78. The Farm Security Act employed eleven artists to photograph life in rural America during the Depression. Name the FSA photographe. who took each of the pictures below:

79. Some critics of the New Deal advocated stronger measures than those taken by the Roosevelt administration. Name each of the following proposals made during the Great Depression to provide direct assistance to America's poor:

    A. This plan advocated paying senior citizens a monthly pension of two hundred dollars, provided that they spend it each month.

    B. In this plan, Senator Huey Long proposed a program that would guarantee a minimum income and a home for all American families by levying heavy taxes on the rich and confiscating fortunes.

80. Name the radio priest who led the National Union for Social Justice in its fight against New Deal policies and formed a fascist organization called the Christian Front in 1939.

81. Name the 1934 legislation that reversed the provisions of the Dawes Severalty Act by restoring tribal ownership of Native American land. It also established self-government for Native American nations and enabled them to obtain federal loans for economic development.

Architect Frank Lloyd Wright designed "Fallingwater," above, a home that spans a waterfall. One of the leading American architects of his generation, Wright built functional buildings designed to complement their environment.

82. What new tactic did the United Autoworkers Union employ to gain recognition from General Motors in 1937?

83. Some leading Americans supported the rights of less fortunate members of society during the Depression. Match the following women with their contribution to these efforts.

A. As secretary of labor, she proposed the Social Security Act, which provided unemployment insurance for workers and a pension for the elderly.

B. During the Depression, she championed the rights of blacks and women. She later served as chairperson of the United Nations Human Rights Commission.

C. During the Depression, she worked on the committee that established the National Youth Authority and directed its Division of Negro Affairs.

a. Mary McLeod Bethune

b. Frances Perkins

c. Eleanor Roosevelt

84. Why did President Roosevelt try to raise the number of Supreme Court justices from nine to fifteen at the beginning of his second term?

85. In 1935, folksinger Woodie Guthrie wrote:

"It fell across our city like a curtain
of black rolled down.
We thought it was our judgment, we
thought it was our doom."

What natural phenomenon was Guthrie describing?

From 1927 to 1941, landscape sculptor Gutzon Borglum used dynamite and jackhammers to carve the portraits of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln out of South Dakota's Mt. Rushmore.

Answer questions 86-88 based on the information included in the map, "Extent of Area Subject to Severe Wind Erosion, 1935-40."

Extent of Area Subject To Severe Wind Erosion 1935-1940

Source: Donald Worster, *The Dust Bowl: the Southern Plains in the 1930's* (New York: Oxford University Press, 1979).

86. Which state had the greatest percentage of land damaged by wind erosion during the Dust Bowl?

87. Which of the following conclusions can you make?

    a. There was no wind erosion in 1937.
    b. Crop rotation prevented extensive land damage in New Mexico.
    c. Texas suffered the greatest financial loss of all five states.
    d. The region suffering the most severe wind erosion from 1935 to 1938 included part of all five states.

88. Only a small portion of Oklahoma's net migrant loss of 500,000 during the Depression was due to the Dust Bowl. What evidence in the map supports this statement?

89. What did John Steinbeck write about in his 1939 novel, *The Grapes of Wrath*?

90. Name the author who portrayed the decay and corruption of southern life in his novels about the Snopes family in imaginary Yoknapatawpha County.

In addition to composing numerous orchestral pieces and ballets, Aaron Copland advanced the cause of American music as the director of the Berkshire Music Center in Massachusetts.

Anna Mary Robertson Moses became an important American artist after arthritis forced her to give up needlework and take up painting.

91. Identify the author of each of the following works about life during the Depression:

    A. *U.S.A.* (1930-36), a trilogy that weaves biographical sketches, newspaper headlines, and narrative together to explore an America that is marked by corruption, frustration, and defeat

    B. *Tobacco Road* (1932), a novel that portrays the strength and humor of an impoverished southern family

    C. *Studs Lonigan* (1932-35), a trilogy that describes social conditions in Chicago's Irish Catholic community

    D. *Native Son* (1940), a novel that depicts how criminal life destroys a black youth living in Chicago's slums

92. In 1938, the author of *The Good Earth*, a novel that describes the struggle of a Chinese peasant to acquire land, became the first American woman to receive the Nobel Prize in literature. Name this author.

93. In the 1930s, weekly radio dramas were nicknamed _____ because they were sponsored by laundry and dish detergent companies.

94. What happened when Orson Welles aired H.G. Wells's science-fiction drama, *The War of the Worlds*, in 1938?

95. During the 1930s, the _____ brothers starred in farcical comedies such as *Duck Soup* and *A Night at the Opera*.

96. Identify the following leaders in American dance:

    A. This Russian immigrant, who helped found the School of American Ballet and the New York City Ballet, choreographed more than one hundred ballets, including *The Nutcracker*.

    B. This dancer and choreographer, who formed her own dance company in 1929, led the modern-dance movement's departure from classical ballet.

97. What term describes the style of music popularized by groups led by Glenn Miller and Duke Ellington in the 1930s and 1940s?

98. Name the composer who used events from American history for the subjects of *Billy the Kid*, *Appalachian Spring*, and other ballets, operas, and symphonies.

99. Name the animator who created Mickey Mouse as a symbol of the virtues of initiative and enterprise and, in 1938, produced *Snow White and the Seven Dwarfs*, the first full-length animated film.

100. In 1939, Clark Gable, Vivien Leigh, Leslie Howard, and Olivia de Havilland starred in _____, a movie adaptation of Margaret Mitchell's best-selling novel about the Civil War.

101. Name the artist who began painting when she was seventy years old and became famous for bright scenes of rural American life, such as *Catching the Thanksgiving Turkey*.

102. Two black American athletes of the 1930s helped refute Nazi racist doctrine, one by winning four gold medals in track in the 1936 Berlin Olympic games and the other by knocking out a German challenger to his heavyweight boxing title in 1938. Name them.

5. Emergence as a World Power

Concentrating on internal problems after the Great Depression, the United States retreated into isolationism. Fascist governments ascended to power in Germany, Italy, and Japan, aggressively attacking their neighbors and stockpiling armaments. But the United States ignored world events as Germany invaded Czechoslovakia, Austria, Poland, and France, while Japan invaded Manchuria, China, and French Indochina.

The United States was forced into war on December 7, 1941, when Japan attacked the naval base at Pearl Harbor, Hawaii. Congress voted for war, with only one dissenting vote, from pacifist Jeanette Rankin. Support for American intervention in the war was fueled by the conviction that the Axis powers were evil, and Americans united against the foreign threat as never before.

The U.S. economy grew dramatically during the war, although some goods had to be rationed to support the manufacture of military hardware. "Rosie the Riveter" worked on assembly lines as "G.I. Joe" manned guns in combat. And in secret, scientists worked feverishly to develop the most powerful weapon the world had ever seen—the atomic bomb.

In August of 1945, President Harry Truman ordered that the atomic bomb be dropped on Japan. When Japan surrendered, a weary world returned to peace.

Return to a peaceful society was difficult for many Americans. The wartime economy had pulled women and minorities into the mainstream workforce, and they continued to seek greater participation in the postwar economy. With peace also came a growing population; the birth rate soared, producing a "baby boom," while new prosperity provided new homes and jobs.

American painters, writers, and musicians forged experimental styles. Television soon crept into every home, while radio stations broadcast a new kind of increasingly popular music called rock and roll.

The successful wartime alliance with the Soviet Union rapidly soured to mistrust. In the aftermath of the war, Americans worried about communist totalitarianism while they helped their former enemies Germany and Japan rebuild. Once the Soviet Union had its own nuclear bomb, the two powers faced a stand-off. Fear of communism at home grew, fanned by the Chinese invasion of the Republic of Korea. "Witch hunts" were conducted to track down possible communists in the military, government, and performing arts. As the Iron Curtain descended on Europe, the United States and the Soviet Union entered a cold war.

During World War II, the role of women in society changed drastically. Women were employed by private industry to assemble ships and airplanes. As members of auxiliary units of the armed forces, women also drove military supply trucks and flew U.S. aircraft to combat stations abroad.

1. Name the policy inaugurated by President Franklin D. Roosevelt that proposed to settle disputes with Latin American nations through peaceful, rather than military, means.
2. During the 1930s, U.S. foreign policy remained isolationist despite increasing conflict in Europe, Asia, and Africa. The Neutrality Act of 1935 reflected the U.S. isolationist policy of this decade. What did the Neutrality Act forbid?
3. Following the outbreak of war in Europe, Congress passed a plan to permit the Allies to pay later for goods they needed during the war. What was the plan called?
4. Name the father of the theory of relativity who, in 1939, wrote a letter to President Roosevelt urging him to develop the atomic bomb.
5. The U.S. program to build an atomic bomb during World War II was called the _____.
6. In 1941, President Roosevelt and British Prime Minister Winston Churchill established aims for a peaceful postwar world. What is the name given to their agreement?
7. In 1941, labor leader A. Philip Randolph called off a march after President Roosevelt issued an executive order designed to improve working conditions for minorities. What were the main provisions of this executive order?
8. During the 1930s, U.S. relations with Japan deteriorated steadily. How did the United States respond to each of the following Japanese actions?

   A. In December 1937, Japanese bombers sank the American gunboat, *Panay*, and three Standard Oil tankers in China.

   B. Japan established military bases in northern French Indochina and formed a military alliance with Germany and Italy in September 1940.

   C. Japan occupied southern French Indochina in July 1941.

   D. Japan attacked Pearl Harbor, Hawaii, on December 7, 1941.
9. Which of the following was *not* part of the program enacted by the Emergency Price Control Act of 1942?

   a. the establishment of a black market
   b. the institution of **price ceilings**
   c. **rationing** tires, sugar, coffee, and gasoline
   d. the establishment of the Office of Price Administration

10. In 1942, President Roosevelt issued an executive order placing more than 112,000 Japanese-Americans in relocation camps. Determine whether each of the following statements is true or false. If a statement is false, indicate why it is false.

    A. Under the terms of the order, persons with American citizenship were exempt from relocating.

    B. In *Korematsu* v. *United States*, the Supreme Court ruled that this order did not violate the Constitution.

    C. Under the terms of the order, Japanese-Americans were exempt from the draft.

    D. When Japanese-Americans arrived at relocation camps, the American government reimbursed them for the property they had lost during the relocation process.

11. During World War II, minorities flocked to cities to take advantage of employment opportunities that resulted from increased industrial production of munitions. Increasing cultural conflict and racial unrest between long-term residents of these cities and newly arrived members of minority groups led to rioting in several cities. Identify the location of each of the following 1943 riots:

    A. National Guard troops had to be sent to this city to quell a riot in which twenty-five blacks and nine whites died.

    B. Mayor Fiorello H. LaGuardia intervened to end rioting that took the lives of six black Americans in this city.

    C. Military authorities placed this city off-limits to members of the armed services after white sailors attacked Mexican-American youths during the "zoot suit riots."

12. Briefly state the role that each of the following military leaders played in World War II.

    A. Dwight D. Eisenhower

    B. Douglas MacArthur

    C. Chester W. Nimitz

13. The 442nd Regimental Combat Team was the most decorated combat force in the army during World War II. What minority group made up this unit?

14. During World War II, radio rivaled newspapers as the main source of war news. Identify each of the following broadcasters:

    A. This radio newscaster recounted the rise of Nazism from Berlin before America's entry into World War II. He later wrote *The Rise and Fall of the Third Reich*, a history of Nazi Germany.

    B. This newscaster became famous for his radio accounts of the Battle of Britain, which was broadcast live from London. He later introduced live television coverage of news events with his program *See It Now*.

15. Allied commanders in the Pacific chose a technique known as "island hopping" to fight Japan. Rather than attempting to capture all Japanese-held islands, they decided to invade a few strategically placed islands in order to isolate the others and force them to surrender. Name three islands or island groups won by the Allies during this campaign.

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These two boys were among the 112,000 Japanese-Americans living on the Pacific coast who were forced to leave their homes in 1942 and move to inland internment camps until 1945.

Dr. Charles Drew, who developed a method to preserve blood plasma, supervised the Red Cross blood donor program during World War II.

16. In 1944, the Allies sought to liberate Europe from Nazi control by invading the continent at what location?

17. Name three agreements reached by President Roosevelt, British Prime Minister Winston Churchill, and Soviet Premier Josef Stalin during their 1943 meeting in Teheran, Iran, and their 1945 meeting in Yalta, U.S.S.R.

18. In the summer of 1945, President Harry S Truman, Prime Ministers Churchill and Clement R. Attlee, and Premier Stalin declared an "unconditional surrender" ultimatum to Japan, established plans for the occupation of Germany, and provided for the trial of Nazi war criminals. Name the conference where this declaration was made.

19. The United States dropped atomic bombs on the Japanese cities of _____ and _____ in August 1945.

Answer questions 20-22 based on following radio address that President Truman issued on the day that the United States dropped the second atomic bomb.

> I realize the tragic significance of the atomic bomb.
>
> Its production and its use were not lightly undertaken by this Government. But we knew that our enemies were on the search for it. We know now how close they were to finding it. And we knew the disaster which would come to this Nation, and to all peace-loving nations, to all civilizations, if they had found it first.
>
> That is why we felt compelled to undertake the long and uncertain and costly labor of discovery and production. . . .
>
> Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare. We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans.

20. Which of the following is the main idea expressed in this speech?

    a. Developing the atomic bomb was expensive.
    b. Enemies of the United States were on the verge of developing the atomic bomb.
    c. Too many lives were lost in World War II.
    d. The United States was justified in using the atomic bomb.

21. According to the argument put forth in this speech, how does President Truman expect his decision to drop the atomic bomb to save lives?

22. What evidence of Japanese war crimes does President Truman give in this speech to rally American support for dropping the atomic bomb on the Japanese?

23. In 1945, U.S. Atomic Energy Commissioner Bernard Baruch asked the United Nations to consider a plan that would place atomic energy production under international supervision. Why did the Soviet Union reject this proposal?

24. When the United Nations was formed in 1945, its charter created a Security Council responsible for maintaining world peace. Name the five nations with permanent seats on this council.

25. The Servicemen's Readjustment Act of 1944, which helped veterans to find jobs and housing, also financed education and training programs. By what name is this legislation better known?

26. The Taft-Hartley Act, which was passed by Congress over President Truman's veto, did all of the following *except*:

    a. outlaw the **closed shop**
    b. require unions to make their financial records public
    c. prohibit employers from suing unions
    d. allow the president to invoke court injunctions to block strikes that endangered the economy

27. What 1947 act unified the four branches of the armed services under the Department of Defense and created both the National Security Council and the Central Intelligence Agency?

28. The election of 1948 was so closely contested that the *Chicago Tribune* printed the erroneous headline, "Dewey Defeats Truman." In addition to Republican Thomas Dewey, two minor party candidates also challenged incumbent Harry S Truman for the presidency. Identify the political parties that each of the following candidates represented and describe the Truman policy that each party opposed.

    A. Henry A. Wallace

    B. J. Strom Thurmond

29. What name was given to the program that President Truman introduced at the beginning of his second term to improve housing, education, and health care for all American citizens?

30. In 1949, eleven leaders of the Communist party were convicted of advocating the overthrow of the government. What Supreme Court case upheld these convictions?

Answer questions 31-32 based on the following excerpt of a 1950 speech given by President Truman.

> This would be a very dangerous course to take, not because we have any sympathy for Communist opinions, but because any governmental stifling of the free expression of opinion is a long step toward totalitarianism.
>
> There is no more fundamental axiom of American freedom than the famous statement: In a free country we punish men for the crimes they commit but never for the opinions they have.

31. In this excerpt, President Truman defended his veto of what 1950 bill, which was passed by Congress over his veto?

32. Based on this excerpt, which of the following acts would Truman have been likely to veto if he had been president?

    a. Clayton Antitrust Act of 1914
    b. Selective Service Act of 1917
    c. Sedition Act of 1918
    d. Volstead Act of 1919

In 1945, British Prime Minister Winston Churchill, left, President Franklin D. Roosevelt, and Soviet leader Josef Stalin met in the Soviet Union at Yalta to discuss the post-war alignment of Europe and Asia.

In 1950, Republican Senator Joseph McCarthy initiated a four-year crusade against government officials and civilians when he charged that 205 members of the Communist party were working in the State Department.

33. The following people were accused of sympathizing with the communist cause. Match each with his or her description:

    A. In 1950, this Maryland senator, who had headed a committee that was critical of Senator McCarthy's activities, failed to win reelection when McCarthy opposed him.

    B. In 1950, this high-ranking State Department official was convicted of perjury after denying that he had been a member of a communist group.

    C. Facing investigation in 1952, this author wrote to the chairman of the House Committee on Un-American activities, "I cannot and will not cut my conscience to fit this year's fashions."

    D. In 1953, this engineer and his wife Ethel were executed for supplying atomic secrets to the Soviet Union.

    a. Lillian Hellman
    b. Alger Hiss
    c. Julius Rosenberg
    d. Millard Tydings

34. When the Soviet Union launched Sputnik I in 1957, Americans feared that the Soviet Union had gained a military advantage over the United States in space technology. Name the 1958 legislation that pledged millions of dollars to science and foreign language programs in order to close this perceived gap between the United States and the Soviet Union.

35. A number of terms entered the American political vocabulary after World War II. Identify each of the following:

    A. Presidential advisor Bernard Baruch first used this term in 1946 to describe the growing tension between the United States and the Soviet Union.

    B. British Prime Minister Winston Churchill introduced this term in a 1946 speech to describe the political and ideological division between free and communist Europe.

    C. The Eisenhower administration first used this term to describe its fears that if one nation in Southeast Asia fell to communism, surrounding countries would also fall.

During the Cold War, radio broadcasts by Voice of America to eastern European countries urged citizens to overthrow their communist governments.

Answer questions 36-37 based on the cartoon below.

Step on it, Doc!

Roy Justus. *The Minneapolis Star*, 1947.

36. To which of the following U.S. policies does this cartoon refer?

    a. Eisenhower Doctrine
    b. Marshall Plan
    c. **massive retaliation**
    d. SEATO

37. The point of view of this cartoon is best represented by which of the following concepts?

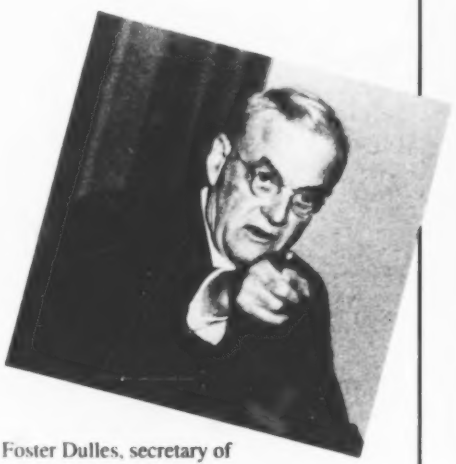
    a. containment
    b. detente
    c. isolationism
    d. pacifism

38. Name the plan, implemented by the United States in postwar Japan, that stripped that country's monarchy of power, reduced the role of its military, strengthened its economy, and instituted a democratic structure of government.

39. When the United States joined ten European nations and Canada to create the North Atlantic Treaty Organization (NATO) in 1949, the Soviet Union responded by forming what alliance with seven East European countries?

40. How did the United States respond to the Soviet Union's blockade of West Berlin, which began in 1948 and lasted eleven months?

41. Following the 1945 expulsion of Japan from China, civil war erupted between the Chinese communists, led by Mao Zedong, and the Chinese nationalists, led by Chiang Kai-shek. What was the U.S. position in this war?



John Foster Dulles, secretary of state under President Eisenhower, believed that communism was an immoral system of government and advocated using the threat of "massive retaliation" to deter Soviet or Chinese aggression against other nations.

UN mediator Ralph Bunche, a social scientist and former advisor to President Roosevelt, won the 1950 Nobel Peace Prize for negotiating the 1948 Arab-Israeli armistice.

42. At the end of World War II, the Allies took control of Korea from Japan. How did this lead to the division of Korea at the 38th parallel?

43. When North Korean troops invaded South Korea in an attempt to reunify the country in 1950, the United Nations Security Council pledged to assist South Korea. As a member of the Security Council, the Soviet Union could have vetoed this action, but did not. Why?

44. In 1951, President Truman fired General Douglas MacArthur, the commander of the UN troops in Korea, after MacArthur publicly challenged his Korean policy. How did MacArthur's plan to contain communism in Korea differ from the president's?

45. How did each of the following doctrines increase American influence abroad and contribute to an expansion of the Cold War?

    A. Truman Doctrine

    B. Eisenhower Doctrine

46. Continued political unrest in the Middle East during the 1950s prompted the United States to assume a position of leadership in this part of the world. How did each of the following events contribute to U.S. involvement in this region?

    A. In 1956, Egyptian President Gamal Nasser took control of the Suez Canal from France and Great Britain.

    B. In 1958, Moslem groups threatened to launch a rebellion against the pro-Western Lebanese government under President Chamille Chamoun.

47. In 1959, Fidel Castro overthrew the existing regime and confiscated American holdings in Cuba. How did the Eisenhower administration respond to Castro's actions?

48. As the Cold War thawed during the late 1950s, President Dwight D. Eisenhower and Soviet Premier Nikita Khrushchev met at Camp David in an attempt to establish more peaceful relations between the two countries. What 1960 incident put an end to American-Soviet cordiality?

Answer questions 49-50 based on the following excerpt of a letter written by President Eisenhower to a friend in 1957.

> The plan of the Supreme Court to accomplish integration gradually and sensibly seems to me to provide the only possible answer if we are to consider on the one hand the customs and fears of a great section of our population, and on the other the binding effect that Supreme Court decisions must have on all of us if our form of government is to survive and prosper. . . .
>
> I hold to the basic purpose. There must be respect for the Constitution—which means the Supreme Court's interpretation of the Constitution—or we shall have chaos. We cannot possibly imagine a successful form of government in which every individual citizen would have the right to interpret the Constitution according to his own convictions, beliefs, and prejudices. Chaos would develop. This I believe with all my heart—and shall always act accordingly.

49. In this excerpt, President Eisenhower refers to a 1954 Supreme Court case. To which case does he refer?

50. Based on this excerpt, who, in Eisenhower's view, has the responsibility to interpret the Constitution?

51. In 1957, the school board of Central High School in Little Rock, Arkansas, refused to integrate the schools.

    A. Name the governor who ordered the Arkansas National Guard to stop black students from entering the high school.

    B. Which Article of the Constitution did this governor violate in refusing to comply with the Supreme Court decision?

    C. How did President Eisenhower respond to this noncompliance?

52. Name each of the civil rights groups described below:

    A. In 1942, James Farmer and a group of students at the University of Chicago founded this organization, which pioneered the use of sit-ins and freedom rides to protest racial discrimination.

    B. Following the 1955-56 Montgomery bus boycott, Reverend Martin Luther King, Jr., founded this organization, which used nonviolent tactics to achieve civil rights for black Americans.

    C. In 1960, black and white students at North Carolina's Shaw University founded this organization, which initiated voter registration drives and later advocated a national political party for black Americans.

53. Name the Harvard University engineering professor who developed the first digital computer, the Harvard Mark I, in 1944.

54. In 1962, American physicist _____ shared the Nobel Prize in medicine with British physicists Francis Crick and Maurice Wilkins for determining the molecular structure of DNA (deoxyribonucleic acid).

55. What 1946 movie, produced by Samuel Goldwyn, depicts the problems that three veterans encounter when they return from fighting in World War II?

56. Name the Pulitzer-prize-winning playwright who wrote *The Glass Menagerie*.

57. Name the 1949 Arthur Miller play in which Willy Loman, a career salesman, commits suicide after being laid off by his employer.

58. Name the physician who wrote *Paterson*, a five-volume poem that uses passages from historical documents, newspaper accounts, literary texts, and personal letters to explore the culture of a New Jersey manufacturing town.

59. Name the musical team that wrote the music and lyrics for *Oklahoma!*, *South Pacific*, *The King and I*, and *The Sound of Music*.

Rosa Parks, a Montgomery, Alabama, seamstress, sparked the civil rights movement when she refused to give up her bus seat to a white man in 1955.

Infielder Jackie Robinson, shown above stealing home base, became the first black American to play in the modern major leagues of baseball when he signed with the Brooklyn Dodgers in 1947. Robinson received rookie-of-the-year honors in 1947 and was named the Most Valuable Player of the National League in 1949.

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60. All of the following changes took place in the United States during the 1950s *except*:

    a. an increase in the farm population
    b. an increase in the membership in organized religion
    c. an increase in the number of school-aged children
    d. an increase in the suburban population

61. Name the economist who argued in his 1958 book, *The Affluent Society*, that Americans spent too much money on consumer goods and not enough on schools, hospitals, and medical research.

62. Which of the following statements accurately describes the conclusions of social commentators William H. Whyte and David Reisman regarding the 1950s?

    a. They praised the advances made by the civil rights movement.
    b. They praised the new consumer society and the economic growth of America.
    c. They mourned the loss of individuality and creativity that was replaced by growing conformity.
    d. They mourned the lack of strong leadership in American politics.

63. As children born during the postwar baby boom began to reach adolescence in the 1950s, the entertainment industry started to produce works specifically for this audience. Identify each of the following works:

    A. This television program, hosted by Dick Clark, has televised teenage music and dance since 1952.

    B. This 1955 movie, starring James Dean, relates the story of teenage alienation as a troubled boy tries to find himself when his family settles in a new town.

    C. This 1957 Broadway musical, scored by Leonard Bernstein and Stephen Sondheim, tells the story of two urban adolescents who fall in love.

64. Name the author of *Catcher in the Rye*, a story about Holden Caulfield, a rebellious preparatory school student.

65. During the 1950s, many black authors depicted the pervasiveness of racism in America, the poverty and frustration of ghetto life, and the struggle of individuals to overcome these conditions. Identify the author of each of the following works:

    A. *Invisible Man*, a 1953 novel that relates the story of a young black man who faces constant rejection as he searches for his identity in white society

    B. *Go Tell It on the Mountain*, a 1953 novel that depicts the religious devotion of an impoverished black family

    C. *A Raisin in the Sun*, a 1958 Broadway play that portrays the struggles of a poor Chicago family who learn to accept life's challenges after they lose a small inheritance

66. Name the movement, led by poet Allen Ginsberg and novelist Jack Kerouac, that stressed individual freedom and a distrust of American middle-class society.

In 1955, George Meany became the first president of the newly merged American Federation of Labor and Congress of Industrial Organizations (AFL-CIO). The former plumber served in this powerful position for twenty-four years.

67. Walter Gropius and Ludwig Mies van der Rohe, two emigres from Nazi Germany, led an architectural movement that became especially popular among designers of urban office buildings. Name the architectural movement with which they are associated.

68. By the 1950s, American artists had begun to experiment with new painting techniques and materials. Match each of the following painters with the description of his work:

A. This realist is best known for paintings that depict loneliness, such as *Christina's World*.

B. This painter is best known for his "drip" technique, which he used in such paintings as *Autumn Rhythm*.

C. This artist is best known for painting the vignettes of small-town America that appeared the cover of the *Saturday Evening Post*.

D. This artist is best known for his series of *Woman* paintings, in which he used bold, sweeping brushstrokes to depict a woman in motion.

E. This abstract expressionist is best known for painting colored rectangles on huge canvases.

F. This artist is best known for his sixty tempera panels that form a continuous narrative of black American experience.

a. Willem de Kooning

b. Jacob Lawrence

c. Jackson Pollock

d. Norman Rockwell

e. Mark Rothko

f. Andrew Wyeth

69. Although he could neither read nor write music, this singer and guitar player was the most famous country musician in the United States at the time of his death in 1953. Name him.

70. Rock 'n' roll, which combined elements of country-and-western music and rhythm-and-blues, emerged as a popular form of music in the 1950s. Name the artists made famous by the following songs:

A. "Hound Dog"

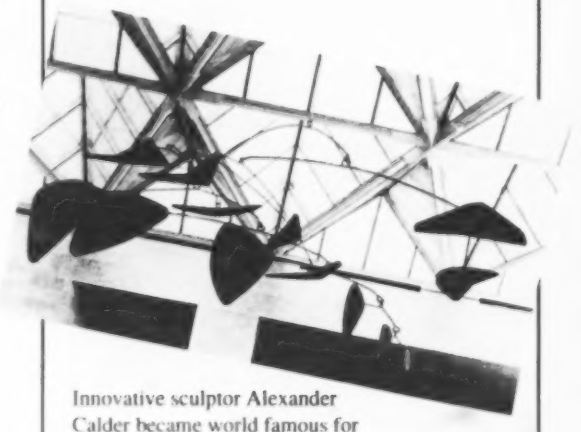
B. "Johnny B. Goode"

C. "Rock Around the Clock"

D. "That'll Be the Day"

E. "Tutti Frutti"

A young girl turns her head as she is immunized against polio, a disease that had crippled children for generations until physicans Jonas Salk and Albert Sabin discovered vaccines in the mid-1950s.



Innovative sculptor Alexander Calder became world famous for his huge mobiles, such as this untitled work, which were set in motion by air currents.

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71. During the 1950s, weekly television shows rivaled movies as the most popular form of family entertainment. Name each of the shows described below:

A. James Arness starred in this long-running series about daily life in the Wild West.

B. Lucille Ball and her husband, bandleader Desi Arnaz, starred in this comedy about a newlywed couple.

C. Jackie Gleason and Art Carney starred in this comedy about two couples who lived in the same apartment building.

D. Jack Webb starred in this realistic crime serial, which depicted the daily routine of two Los Angeles policemen.

The postwar affluence of the 1950s contributed to a boom in the construction of suburbs, such as Levittown, New York. Levittown's mass-produced and low-priced homes were easily affordable for World War II veterans and their families.

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6. The Sixties and After

In 1960, John F. Kennedy, a Democrat, won a narrow victory over Richard Nixon for the presidency. The cold war reached its chilliest point during Kennedy's administration, with a confrontation over the installation of Soviet missiles in Cuba. Kennedy also sent U.S. military advisors to Vietnam to help fight communism there, opening the door for full-scale combat later.

After Kennedy's assassination, President Lyndon Johnson continued to promote Kennedy's civil rights policies in his "Great Society," which included a broad range of economic and educational programs. Johnson stepped up U.S. involvement in Vietnam, sending more troops and ordering air strikes on North Vietnam. Daily television news broadcasts brought the realities of war into American living rooms and turned the public, especially young people, against the war.

Marches and rallies were held to protest not only the war, but social conditions at home as well. Protesters sought to broaden employment and political opportunities for women and minorities. The Reverend Martin Luther King, Jr., led the movement for equal rights for blacks. His 1968 assassination provoked riots, looting, and violence in black neighborhoods.

The assassination of presidential candidate Robert Kennedy followed shortly after King's. Students rioted as the Democratic convention nominated Hubert Humphrey. Richard Nixon, narrowly defeated earlier, won the Republican nomination.

Nixon, who promised to bring "peace with honor," eventually withdrew U.S. troops from Vietnam. In 1975, after U.S. withdrawal, North Vietnamese forces invaded Saigon, and Vietnam was reunited under communist rule.

Although Nixon's reelection in 1972 was virtually certain, his supporters burglarized the Democratic National Headquarters in the Watergate. After the burglary and subsequent coverup were exposed by the *Washington Post*, Nixon, threatened with impeachment, resigned. Vice President Spiro Agnew had resigned earlier under bribery charges, and Gerald Ford succeeded Nixon as president.

Jimmy Carter, elected over Ford in 1976, faced economic problems at home and trouble overseas. The Soviet Union invaded Afghanistan, and the United States protested with a boycott of the Moscow Olympic games. When radical Iranian students took fifty-two Americans hostage in Tehran, Carter was unable to free them through diplomacy. His popularity plummeted, and former California movie actor and governor Ronald Reagan was elected in 1980.

During their closely contested 1960 presidential campaign, John F. Kennedy and Richard M. Nixon participated in the first series of television debates between presidential candidates. Analysts partially attributed Kennedy's subsequent rise in popularity to the fact that he looked rested and vigorous during the debates, while Nixon seemed tired and nervous.

1. President John F. Kennedy advocated programs designed to help Third World nations achieve economic modernization and to promote Western-style democracy as a stable form of government. Name the Kennedy administration program that:

   A. sent American volunteers to developing countries in Africa and Asia to teach new skills and offer technical advice.

   B. involved Latin American nations in a $100 billion program to improve social and economic conditions and reduce the likelihood of violent revolutions.

2. What happened in 1961 when the United States and the Soviet Union failed to come to an agreement about the future of Berlin?

3. In response to the Soviet launching of Sputnik, President Kennedy committed the United States to a "New Frontier" in space that would culminate in putting the first man on the moon. Name each of the following astronauts:

   A. On May 5, 1961, he became the first American launched into space.

   B. On February 20, 1962, he became the first American to orbit the earth.

   C. On July 20, 1969, he called his first step onto the moon's surface, "one small step for man, one giant leap for mankind."

4. How did President Kennedy respond when he learned that the Soviet Union had installed missiles in Cuba?

5. In the aftermath of the Cuban Missile Crisis, ninety-nine nations, including the United States and the Soviet Union, signed a treaty banning _____.

6. In an attempt to curb spiraling **inflation**, President Kennedy instituted voluntary wage and price controls. How did he react when steel companies ignored his recommendations and raised the price of steel?

7. One week after the assassination of John F. Kennedy, President Lyndon B. Johnson appointed a commission to investigate his death.

   A. Who headed this commission, which came to be known by his name?

   B. What conclusion did the commission reach?

President Kennedy sent U.S. marshals to protect James Meredith, the first black student to attend the University of Mississippi, when he entered that campus in 1962.

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8. Upon assuming the presidency in 1963, Lyndon Johnson completed much of President Kennedy's domestic agenda, then initiated his own social program, which he called the "Great Society." Due to President Johnson's ability to deal with Congress, more legislation was passed during the 1964-65 session than in any session since the New Deal. Identify the following acts:

   A. This 1964 act prohibited discrimination in public accommodations and employment, gave the attorney general the power to desegregate public schools, strengthened guarantees of voting rights, and authorized the federal government to withhold funds from programs that discriminated against minorities.

   B. This 1964 act authorized $1 billion for antipoverty programs, including Head Start, Volunteers in Service to America (VISTA), the Job Corps, and Upward Bound.

   C. This 1965 act prohibited the use of literacy tests and poll taxes in determining voter eligibility and authorized federal officials to supervise elections in which less than half of the eligible black population had registered to vote.

   D. This 1965 act provided medical care for people over sixty-five years of age and offered federal grants to help states subsidize health care programs for impoverished Americans.

9. How did the the 1965 Immigration and Nationality Act change earlier U.S. immigration policies?

10. The Johnson administration's commitment of troops to Vietnam in 1965 followed a history of increasing U.S. involvement in Southeast Asia that dated back to World War II. For each of the events listed below, briefly describe how the response of the Truman, Eisenhower, and Kennedy administrations contributed to U.S. involvement in this region.

    A. From 1945 to 1950, Vietnamese nationalist Ho Chi Minh repeatedly asked the United States to give him political and economic support in his fight for independence from France.

    B. In 1953-54, the United States, France, Great Britain, the Soviet Union, Communist China, Cambodia, Laos, and the two Vietnam regimes participated in discussions that led to the Geneva Agreements, which divided Vietnam at the 17th parallel.

    C. In 1960, the communist government of North Vietnam, led by Ho Chi Minh, began directing the efforts of the Viet Cong rebels against Ngo Dinh Diem's nationalist regime in South Vietnam.

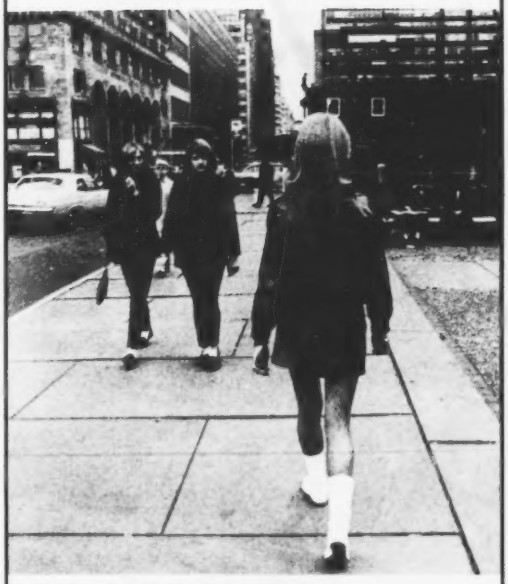
11. Although most Americans supported U.S. involvement in the Vietnam War, public support diminished as the war continued. Briefly describe how each of the following events contributed to the escalation of the conflict in Vietnam and antiwar sentiment at home:

    A. Gulf of Tonkin incident, 1964

    B. attack on Pleiku, 1965

    C. Tet Offensive, 1968

    D. Cambodian Incursion, 1970



During the 1960s, young people started wearing miniskirts, faded and torn jeans, and long hair. The change in style reflected the rebellion against established American society that many so-called hippies felt during this turbulent period.

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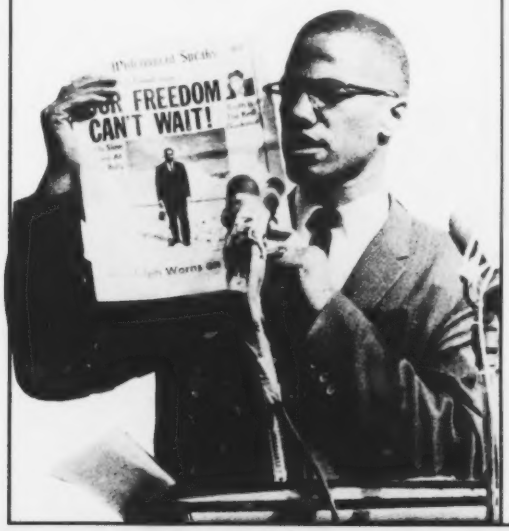
The Vietnam War became known as the "living-room war" because network news programs, broadcasting from Vietnam, brought scenes of the war directly into America's living rooms.

Malcolm X, a Black Muslim minister and civil rights activist, founded the Organization for Afro-American Unity, which proposed the creation of self-governing black communities in the United States and Africa.



12. In 1968, Lieutenant William Calley led troops in an attack on My Lai, a South Vietnamese village. How did the actions of these American troops at My Lai contribute to antiwar sentiment?

13. How did President Richard M. Nixon intend to achieve "peace with honor" in his 1969 Vietnamization plan?

14. Why did the *New York Times's* 1971 publication of the Pentagon Papers erode public support for U.S. involvement in the Vietnam War?

15. In 1970, four students were shot and killed when National Guardsmen fired into a crowd during an antiwar demonstration on the campus of what university?

16. In Paris in 1973, representatives from the United States, North Vietnam, South Vietnam, and the Viet Cong's Provisional Revolutionary Government signed the "Agreement on Ending the War and Restoring Peace in Vietnam."

    A. Name the two men who received the Nobel Peace Prize for their efforts toward ending the Vietnam War.

    B. What were the main provisions of the peace treaty signed in Paris?

17. In 1960, a small group of radical students at the University of Michigan organized to take action against racism, poverty, and the Vietnam War. In 1968, this group, numbering more than 70,000 members, led sit-ins and demonstrations on more than 100 college campuses. Name this organization.

Answer questions 18-19 based on the following excerpt.

> The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. Instead of diminishing evil, it multiplies it. Through violence, you may murder the liar, but you cannot murder the lie, nor establish the truth. Through violence you may murder the hater, but you do not murder hate. In fact, violence merely increases hate. So it goes. Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.

18. Name the clergyman and civil rights leader who expressed this view, which he based on the philosophies of Mahatma Ghandi and Henry David Thoreau.

19. Which of the following groups would *disagree* most strongly with the views expressed in this passage?

    a. Black Panthers
    b. freedom riders
    c. National Association for the Advancement of Colored People (NAACP)
    d. Southern Christian Leadership Conference

20. Name the leader of the Student Non-Violent Coordinating Committee who advocated "black power," a movement that argued that blacks should separate from white society to take control of the social, political, and economic aspects of their lives.

21. What tactic did Cesar Chavez use in the 1960s to force growers to recognize the United Farm Workers union?

22. During the late 1960s, a number of Mexican-American groups campaigned against the discrimination and economic hardships faced by their people. Identify each of the following Hispanic interest groups:

    A. This national political party was formed to fight for the rights of Mexican-Americans, including bilingual education in public schools, improved public services in Chicano neighborhoods, and an end to job discrimination.

    B. This militant group sponsored health clinics and meal programs for school children and urged public schools to adopt Chicano studies courses to help students gain a sense of ethnic pride.

23. The following groups were organized during the 1960s and 1970s to secure full political, social, and economic rights for women. Match each with its description.

    A. Betty Friedan and other feminists formed this organization to campaign for legislative and economic reforms that would ensure equality for women. It focused on gaining equal employment and educational opportunities and on establishing free day-care centers for working mothers.

    B. Members of the National Organization for Women who opposed NOW's pro-choice stance on abortion formed this organization. It advocated a conservative approach to influencing legislation regarding the work and education of women.

    C. A group of New York feminists who opposed the moderate goals of the women's movement formed this radical organization. It called for an end to "male-dominated" society and sex role stereotypes.

    D. A group of congresswomen formed this bipartisan organization to promote women's participation in politics. It supported legislation and candidates sympathetic to feminist goals.

    a. National Organization for Women

    b. National Women's Political Caucus

    c. Redstockings

    d. Women's Equity Action League

In 1964, Mario Savio led members of the Free Speech Movement in staging an occupation of the main administration building at the Berkeley campus of the University of California. The students were protesting university efforts to ban the display of political literature on campus.

Sports Illustrated named professional tennis player Billie Jean King as its 1973 Athlete of the Year. From 1966 to 1975, King won the United States women's singles championship four times, the British six times, and the French and Australian once each. Dedicated to the women's liberation movement, she defeated Bobby Riggs in the highly publicized 1973 "Battle of the Sexes."

The weeklong race riot in the Los Angeles neighborhood of Watts during the summer of 1965 caused a loss of $200 million in property damages and thirty-four deaths. Race riots exploded in nearly fifty U.S. cities between 1966 and 1968.

Folksinger Joan Baez, who is known for her social activism as well as her musical talent, performed at civil right rallies, antiwar demonstrations, and the Woodstock festival.

24. Identify each of the following leaders of the women's liberation movement:

    A. In 1963, this author wrote *The Feminine Mystique*, which argued that domestic roles limited women's potential for growth and left women unfulfilled.

    B. In 1970, this author wrote *Sexual Politics*, which argued that the exclusion of women from medical, legal, and professional institutions perpetuated their subservience to men.

    C. In 1971, this journalist founded *Ms.* magazine, which focused on the problems of working women and the women's liberation movement.

25. Name the militant organization that Dennis Banks and Clyde Bellecourt founded in 1970 to gain equal rights for Native Americans.

26. During the civil rights movement, Native American groups employed the tactics of civil disobedience to fight discrimination. Identify the locations of each of the following protests:

    A. From 1969 until surrendering to federal marshals in 1971, Native Americans occupied this island in an attempt to establish it as a cultural center for Native Americans.

    B. In the fall of 1972, Native Americans occupied this government office to demand the property and rights that U.S. treaties had promised their ancestors.

    C. From February to May 1973, members of the American Indian Movement occupied this site to demand reforms in tribal governments.

27. The Vietnam War, social reform, and the civil rights issues that dominated political debate during the 1968 presidential election reflected the divisiveness of the decade. Identify each of the 1968 presidential candidates described below:

    A. This New York senator had emerged as a front-runner in the campaign for the Democratic nomination before he was assassinated in June.

    B. This Minnesota senator's stance against the Vietnam War made him a popular candidate among college students.

    C. As vice president, this former Minnesota senator cautiously supported the war effort and united moderate Democrats to win his party's presidential nomination.

    D. This Alabama governor strongly opposed racial integration policies and took positions that supported the Vietnam War in his campaign as the candidate of the American Independent party.

    E. This former vice president and California congressman gained the Republican party nomination with a platform that stressed law and order.

28. Which of the following was *least* likely to be a newspaper headline during the 1960s?

    a. "Flower Children Crowd into Haight-Ashbury"
    b. "Moral Majority Applauds the Free Speech Movement"
    c. "Thousands Attend Rock Festival at Woodstock"
    d. "Timothy Leary Advocates Use of LSD"

29. Name the popular dance that Chubby Checker introduced in 1960 that was banned in some community centers and schools and made illegal in some foreign countries.

30. The Beatles, a British rock group, had a profound influence on American music. On what show did the Beatles make their American television debut in 1964?

31. Name the composer and folksinger whose songs of social protest include "Blowin' in the Wind."

32. Name the musical group, led by guitarist Jerry Garcia, that became popular as young people tuned into "acid rock" in the 1960s.

33. What singer emphasized cultural and racial pride in songs such as "Say It Loud—I'm Black and I'm Proud"?

34. Name the popular 1964 musical, choreographed by Gower Champion, that was based on *The Matchmaker*, a Thornton Wilder play.

35. Why did the World Boxing Association revoke Muhammad Ali's heavyweight title in 1967?

36. How did U.S. track medalists Tommie Smith and John Carlos protest discrimination against blacks in the United States at the 1968 Olympics?

37. Edward Albee's *Who's Afraid of Virginia Woolf* is considered to be an example of a theatrical movement that emerged during the 1960s. Members of this movement renounced conventional elements such as readily perceivable plot, characters, and dialogue, in order to convey the confusion of human existence. What is this movement called?

38. What is the basic element of "black humor," a style of literature that was introduced by authors such as Joseph Heller and Thomas Pynchon during the 1960s?

39. Who wrote *The Bell Jar*, an autobiographical novel, and *Ariel*, a collection of poetry?

40. *In Cold Blood*, a "nonfiction novel" based on the murder of a family in Kansas, is an example of a literary movement referred to as "new journalism," which merged techniques of fiction and reporting. Who wrote *In Cold Blood*?

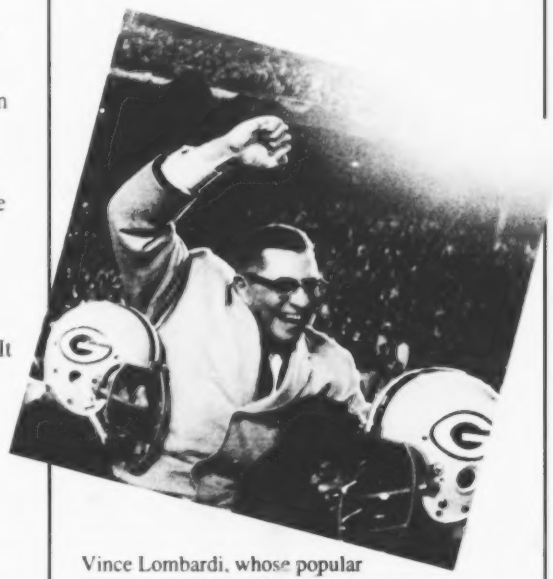
41. Norman Mailer's *Armies of the Night* won the 1969 Pulitzer Prize for nonfiction. What is the subject of this book?

42. Name the author of each of the following novels:

    A. *Rabbit Run* (1960), in which Harry Angstrom runs away from his wife, child, and job to search for a life free from responsibility.

    B. *Herzog* (1964), which focuses on one man's attempt to justify his existence in a hostile society.

    C. *Portnoy's Complaint* (1969), in which Portnoy relates to his psychiatrist the influence that his Jewish upbringing and his overprotective mother have had on his adult life.



Vince Lombardi, whose popular motto was "winning isn't everything, it's the only thing," led the Green Bay Packers to five National Football League championships during the 1960s.

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Architect Buckminster Fuller designed this huge geodesic dome for Expo '67, the World's Fair held in Montreal, Quebec.

This green ecology symbol was popularized during the 1960s by environmentalists who successfully lobbied for legislation designed to protect the environment. The Water Quality Act of 1965 and the Clean Air Acts of 1963 and 1970 appropriated billions of dollars to combat pollution. In 1970, the federal government formed the Environmental Protection Agency to coordinate this effort.

43. Jasper Johns, Andy Warhol, and Roy Lichtenstein led an artistic movement that used commercial art and depicted objects of everyday life. What term describes this art?

44. During the movement that became known as Post-Modernism, architects abandoned glass-and-steel-box buildings to experiment with new materials and styles. Name each of the following architects:

    A. This Russian-American argued that function and form should dictate a building's style. He used brick, concrete, and stone to construct the Salk Institute in La Jolla, California, and New Hampshire's Phillips Exeter Academy Library.

    B. This Chinese-American covered a steel structure with a thin layer of reflecting glass in designing Boston's John Hancock Tower, and connected two triangular buildings with a skylight for the East Building of the National Gallery of Art.

    C. This Finnish-American used concrete for the terminal building at Washington's Dulles International Airport, a building with undulating lines and curves meant to symbolize flight, and stainless steel for St. Louis' Gateway Arch, a structure that symbolizes this city's role in the history of westward expansion.

45. The rebellious and experimental spirit of the 1960s is reflected in many movies produced during that decade. Identify each of the following productions:

    A. This 1964 movie portrays the madness of scientists, politicians, and military officers during a nuclear holocaust.

    B. This 1967 movie, which stars Faye Dunaway and Warren Beatty, romanticizes the lives of two legendary gangsters who lived during the 1930s.

    C. This 1967 movie stars Dustin Hoffman as a confused adolescent who refuses to conform to the expectations of adult society.

46. Name the 1970 book, written by Charles A. Reich, that predicted a cultural revolution in America in which the "corporate state" would be replaced by the economic, political, and social ideals of the emerging youth culture.

47. Name the author who warned about the effects of pesticides on the environment in her 1962 book, *Silent Spring*.

48. Name the consumer advocate who portrayed the auto industry's lack of concern with safety in his 1965 book, *Unsafe at Any Speed*, and continues to support the rights of consumers.

49. On April 22, 1970, millions of Americans participated in teach-ins, antipollution demonstrations, and clean-up projects to focus national attention on ecological problems. What was this day called?

50. Name the agronomist who won the 1970 Nobel Peace Prize for his development of a strain of wheat that enabled Third World countries, particularly Mexico, India, and Pakistan, to grow their own wheat.

51. President Richard M. Nixon and National Security Advisor Henry Kissinger sought to relax international tension by promoting arms control and closer economic, social, and cultural ties between the United States and the Soviet Union. Name the term that is associated with this policy.

52. Discussions between the United States and the Soviet Union led to a 1972 agreement that limited the production of antiballistic missile (ABM) systems. Name these discussions.

53. The height of Soviet-American cooperation in space was reached in 1975 with what historic event?

54. What was the goal of President Nixon's "New Federalism"?

55. To combat staggering inflation, President Nixon reduced government spending and urged the Federal Reserve Board to implement a **tight money** policy. This policy led businesses to cut back production, causing a recession. What term describes a period of both inflation and recession?

56. On August 9, 1974, Richard Nixon, facing impeachment proceedings, became the first president to resign from office. His resignation came after revelations that his administration was involved in illegal activities.

    A. What is the name given to this scandal?

    B. Name the two *Washington Post* reporters who uncovered this scandal.

Answer question 57 based on the following excerpt of a speech by Senator Trudy Camping during the ratification debate on the Equal Rights Amendment (ERA).

> The danger in the ERA is its potential to radically change established, time-proven family and sexual relationships. Something as basic as the American family cannot be altered without some expectation of profound disturbances of the Nation's foundation.

57. Determine whether each of the following women would most likely agree or disagree with Trudy Camping's opinion regarding the ERA:

    A. Anita Bryant

    B. Robin Morgan

    C. Phyllis Schlafly

    D. Eleanor Smeal

58. The "energy crisis" of the early 1970s inspired the United States to look into ways to decrease its dependency on Middle Eastern oil. In 1973, despite opposition from environmentalists, Congress sought an alternative source of oil by authorizing the construction of what structure?

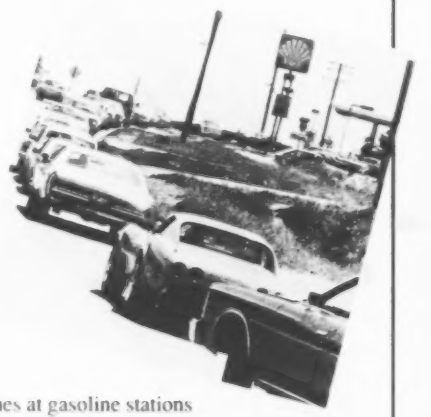
59. In 1978, President Jimmy Carter helped negotiate the Camp David Accords between Israel's Prime Minister Menachem Begin and Egypt's President Anwar Sadat. What were the major provisions of that agreement?

60. How did President Carter's termination of price controls on domestic oil make the United States less vulnerable to policies enacted by the Organization of Petroleum Exporting Countries (OPEC)?

61. The United States responded to the Soviet invasion of Afghanistan in 1979 with all of the following measures *except*:

    a. a blockade against Soviet ships delivering goods to Cuba
    b. a boycott of the 1980 Olympics in Moscow
    c. a limit on the sale of computer hardware, oil drilling equipment, and grain to the Soviet Union
    d. Congress' refusal to ratify SALT II

In 1972, Richard Nixon became the first U.S. president to visit China. He met with Chinese leaders in an attempt to normalize relations between the two countries.



Long lines at gasoline stations became a common sight in 1973, after Arab nations placed an oil embargo on the United States to protest U.S. support for Israel in the Yom Kippur War. To help ease this crisis, the federal government lowered the national speed limit, instituted year-round daylight savings time, and licensed new nuclear power plants.

On January 20, 1981, after 444 days in captivity, the fifty-two Americans held hostage in Iran returned home. Radicals had taken these Americans hostage and seized the American Embassy in Teheran to demand the return of former Iranian Shah Mohammed Reza Pahlevi, who was living in exile in the United States.

President Jimmy Carter made international human rights, rather than anticommunism, the cornerstone of U.S. foreign policy. He cut off military aid to Argentina, Chile, El Salvador, Guatemala, and Nicaragua because of their human rights records.

62. Despite South Africa's policy of apartheid, the United States continued to support the South African government. In 1975, Reverend Leon Sullivan wrote a code of conduct for American-owned businesses in South Africa. What are the main provisions of the so-called Sullivan Principles?

63. What was the purpose of the treaty that President Carter and Panama Chief of Government Omar Torrijos Herrera signed in August 1977?

64. Since 1980, when U.S.-backed Jose Napoleon Duarte gained power, the United States has increased its military and economic aid from $11.4 million to more than $500 million to support his regime. Name the country that Duarte governs.

65. In 1983, 241 U.S. Marines, part of a UN peacekeeping force, were killed by a terrorist bomb attack in what Middle Eastern country?

66. In 1988, President Ronald Reagan asked Congress to approve more than $36 million in military and humanitarian aid for the_____ fighting the_____ government of Nicaragua.

67. The following abbreviations are commonly used to describe nuclear weapons systems. Briefly define each.

    A. ICBM

    B. SDI

    C. SLBM

68. The drop in world oil prices during the mid-1980s brought the most severe economic recession to which of the following regions?

    a. Arizona and Nevada
    b. Louisiana, Oklahoma, and Texas
    c. Massachusetts, New Hampshire, and Vermont
    d. Pennsylvania and Ohio

69. By the mid-1980s, the federal budget deficit was more than $200 billion, due in part to increased defense spending, lower personal income taxes, and the 1981-83 recession. How did the Balanced Budget and Emergency Deficit Control Act of 1985 (known as Gramm-Rudman-Hollings) seek to reduce this deficit?

70. By 1980, immigrants from Puerto Rico comprised 18 percent of the population of New York City. What 1917 act conferred American citizenship upon Puerto Ricans, enabling them to legally move to the U.S. mainland?

71. The Immigration and Naturalization Service estimated that 500,000 illegal immigrants entered the United States in 1986. Name the two key provisions of the Immigration Reform and Control Act of 1986, which Congress passed to curb illegal immigration.

72. During the 1980s, the highest rate of immigration has been from which country?

73. The Food Security Act of 1985 did all of the following *except*:

    a. establish strict soil conservation programs
    b. grant government loans to farmers facing foreclosure
    c. lower price supports for crops
    d. reduce the role of the government in agriculture

74. What aeronautical first did Dick Rutan and Jeana Yeager accomplish in December 1986?

75. The issue of safe nuclear power came into sharp focus for Americans in 1986 following the Soviet nuclear power plant accident at _____.

76. During the 1980s, scientists became alarmed by the growing number of cases of skin cancer. They warned that the rate of skin cancer could increase dramatically if:

    a. the amount of ultraviolet light penetrating the stratosphere decreases.
    b. the current level of fossil fuels is depleted.
    c. the ozone layer continues to be eroded.
    d. the use of sun lamps replaces natural sun exposure.

77. Determine whether each of the following statements is true or false:

    A. In 1982, unemployment reached the highest rate since World War II.

    B. In 1985, the U.S. **trade deficit** reached record levels.

    C. From 1980 to 1985, the divorce rate decreased.

    D. In 1985, immigrants entered the country at the fastest rate since 1910.

78. Television programming reflected the changing mood of American society as a fascination with spies and clandestine warfare in the 1960s gave way to concern about social problems and moral permissiveness in the 1970s. Identify the popular television programs described below.

    A. Don Adams and Barbara Feldon starred as Agents 86 and 99 in this comedy about American spies and their attempts to thwart KAOS, an enemy espionage network.

    B. This series featured Robert Vaughn and David McCallum as sophisticated undercover agents who protected American interests from the conspiracies of THRUSH, a pseudo-communist foreign rival.

    C. In this comedy series about Archie Bunker and his family, producer Norman Lear explored such issues as bigotry, interracial marriage, premarital sex, and the generation gap.

    D. This comedy, set in a Minneapolis TV newsroom, explored the professional and social issues confronted by a single, career woman.

79. Since the 1960s, this Ian Fleming hero, code-named 007, has struggled against evil, attracting millions of Americans to the box office. Name this character.

80. Name the artist who wrote, directed, and acted in the films *Sleeper* and *Annie Hall*.

81. Name the 1977 motion picture, produced and directed by George Lucas, in which robots C-3PO and R2D2 help vaporize the Death Star.

82. Name the movie director who won fame for his realistic treatment of a Mafia family in *The Godfather* and of the Vietnam War in *Apocalypse Now*.

83. Disco dancing became fashionable after the release of what 1978 movie starring John Travolta?

In 1983, Sally Ride became the first American woman in space when she traveled on *Columbia*, a reusable space shuttle that symbolized to many Americans a new era in space in which journeys outside the earth's atmosphere would be routine.

In response to growing concern about famine in Africa, international rock stars telecast "Live Aid" in 1985. This concert, which was shown simultaneously in Philadelphia, Pennsylvania, and London, England, raised more than $50 million for African famine relief.

84. In 1986, _____ became America's first poet laureate.

85. Name the Pulitzer Prize-winning book, written by Alex Haley, that later became the most popular mini-series in television history.

86. The arts can influence our view of history. Many recent moviemakers have chosen war as the subject of their motion pictures. Name the war depicted in each of following movies:

    A. *Patton*

    B. *Platoon*

    C. *M*A*S*H*

America's love for fast-food has grown in the last thirty years. Ray Kroc opened the first McDonald's restaurant in Des Plaines, Illinois, in 1955. Since then, more than 10,000 McDonald's restaurants have opened worldwide.

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7. The Constitution

When the framers of the U.S. Constitution began their work, they based their concept of government on ideas that went back to ancient times. Both Greece and early Rome developed democratic governments, although citizenship in those states was a privilege limited to a few. The founding fathers also incorporated ideas from the Magna Carta, or "great charter" of England, which addressed such issues as separation of church and state, just taxation, and judgment by one's peers.

By 1787, most states agreed that government under the Articles of Confederation was not effective. Rampant inflation and commercial problems plagued the new nation. The Constitution went through many drafts, each one attempting to correct the problems of the Articles of Confederation while meeting the demands of sharply divergent interests.

The Constitution keeps political power out of the hands of the few and spreads responsibility among three branches of government. To protect the individual from tyranny, the authors of the Constitution instituted a system of "checks and balances." Under the Constitution, the legislative branch makes laws, the executive branch implements them, and the judicial branch interprets them.

All powers that the Constitution does not specifically grant to the federal government or prohibit remain with local and state governments. This limits the power of the federal government over individual jurisdictions.

To clarify individual rights and protect against the types of abuses familiar to the former British subjects, the Bill of Rights was added to specify restraints on government power. The government is not allowed to quarter troops in private homes, confiscate private property without reimbursing the owner, or search private premises without probable cause. Certain rights are protected against the government, such as the freedoms of speech, assembly, and petition. The Bill of Rights ensures that a person who is charged with a crime can face his or her accusers and entitles him or her to a speedy trial.

A system for amending the Constitution ensured that it would continue to reflect the country's needs. Since the Bill of Rights was added in 1791, the Constitution has been amended sixteen times, addressing such issues as voting rights, prohibition of alcohol, and direct election of senators.

1. Ancient civilizations contributed many of the fundamental ideas adopted by modern democratic governments, including our own. Fill in the following blanks:

   A. The first **democracy** began in _____ between 750 B.C. and 550 B.C. The U.S. government has incorporated many principles introduced by this civilization, including the idea that all citizens are equal, the concept of majority rule in the legislative process, and jury trials.

   B. The first **republic**, or representative democracy, was established in _____ in 509 B.C. The U.S. judicial system has incorporated many of the principles introduced by this civilization, including the ideas that all citizens have equal rights before the law, a person is presumed innocent until proven guilty, and people have certain inalienable rights.

2. The framers of the U.S. Constitution also derived many of their ideas from British documents that had developed to limit the power of the monarch. The following rights and powers were outlined in the Magna Carta of 1215 and the Bill of Rights of 1689. Identify the article or amendment of the U.S. Constitution that protects each of the rights below:

   A. The Magna Carta confirmed the right to be judged by a jury of peers.

   B. The Magna Carta guaranteed the right to a speedy trial.

   C. The Magna Carta protected citizens from unjust punishment.

   D. The Bill of Rights gave Parliament the power to levy taxes.

   E. The Bill of Rights gave Parliament the power to keep an army during times of peace.

3. In colonial America, three different types of colonies existed: the royal colony, the proprietary colony, and the charter colony. Which type of colony had the most democratic form of government? Why?

4. Which of the following ideas of the U.S. Constitution did *not* have its basis in colonial American government?

   a. a bicameral legislature
   b. majority rule
   c. no taxation without representation
   d. separation of church and state

The House of Burgesses, consisting of twenty-two elected delegates, became the first representative body in America when it met in Jamestown, Virginia, in 1619.

5. The following ten events led to the formation of our government. Number them according to their chronological order.

   ____ Congress approves the Articles of Confederation proposed by John Dickinson.

   ____ The Constitution goes into effect.

   ____ Delegates from five states convene in Annapolis, Maryland.

   ____ Delegates of the First Continental Congress meet in Philadelphia.

   ____ Delegates from Maryland and Virginia meet in Mount Vernon, Virginia.

   ____ Delegates from thirteen colonies sign the Declaration of Independence, establishing statehood.

   ____ Delegates from twelve states meet at the Constitutional Convention in Philadelphia.

   ____ English and U.S. representatives sign the Treaty of Paris, ending the Revolutionary War.

   ____ Shays's Rebellion is ended.

   ____ The thirteen states ratify the Articles of Confederation.

6. The two conventions leading up to the Constitutional Convention were called primarily to discuss:

   a. the establishment of a new Constitution.
   b. the issue of slavery.
   c. the regulation of commerce.
   d. treaties with Native Americans.

7. Rhode Island did not attend the Constitutional Convention of 1787 and was the last state to ratify the Constitution. How did Rhode Island's economy contribute to its opposition to the stronger government proposed by the Constitution?

8. How many states were required to ratify the Constitution before it would go into effect?

9. Which state was the first to ratify the Constitution?

10. Alexander Hamilton, James Madison, and John Jay wrote the *Federalist* papers after the required number of states had already voted to ratify the Constitution. Why were the *Federalist* papers written?

11. Which two of the original thirteen states ratified the Constitution after the new government had already begun to function?

12. List three major weaknesses of the Articles of Confederation.

13. Which of the following provisions was characteristic of both the Articles of Confederation and the U.S. Constitution?

   a. Amendments required the approval of three-fourths of the states in order to be ratified.
   b. Both the national and state governments had the power to tax citizens.
   c. The federal government was divided into three separate branches.
   d. Only the federal government had authority to declare war and conduct foreign affairs.

Benjamin Franklin published this political cartoon, considered to be the first published in America, to promote the plan of union that he proposed at the Albany Convention in 1754. Although Franklin's plan was rejected, the states united under the U.S. Constitution thirty-five years later.

Eighteen PENCE. No. 6886
THIS BILL by Law shall pass current in New-Jersey for Four Penny-weight and Nine Grains of SILVER
June 22, 1756.
Eighteen Pence.
One Sixth of a DOLLAR.
Printed by Hall & Sellers, in Philadelphia. 1776.

Under the Articles of Confederation, state-issued currencies, such as that from New Jersey (above), competed with the currency issued by Congress. The Articles gave the power to coin money to both the national and state governments, resulting in an oversupply of money, disagreement about exchange rates, and rampant inflation.

During the summer of 1787, delegates from twelve of the thirteen existing states met in Philadelphia, Pennsylvania, to revise the Articles of Confederation. George Washington presided while the fifty-five delegates debated the provisions of the new Constitution.

14. According to the Preamble to the Constitution, what are the six reasons that the Constitution was written?

15. At the Constitutional Convention, a long debate ensued over how many representatives to the U.S. Congress should be accorded to each state. Identify the main provisions of each of the following proposals:

    A. the Virginia Plan presented by Governor Edmund Randolph

    B. the New Jersey Plan presented by William Paterson

    C. the Great Compromise (also called the Connecticut Compromise) that reconciled these two plans

16. Many of the compromises included in the Constitution reflect the divisiveness that existed between the North and the South over the issue of slavery. How did the framers of the Constitution resolve each of the issues outlined below?

    A. Southern states wanted slaves to be counted in determining the number of representatives in Congress; northern states argued that because slaves were treated as property, they should not be counted.

    B. Because southern states had agricultural economies that were dependent on overseas trade, they wanted to deny the national government the power to regulate commerce. Southern states also feared that Congress might use this power to forbid the slave trade.

17. Match each of the following fundamental constitutional principles with its definition:

    A. The government is established by the people and is accountable to the people.

    B. The government possesses only those powers conferred upon it.

    C. The people select representatives to enact laws and determine policy.

    D. Power is divided between the national government and state governments.

    a. federalism

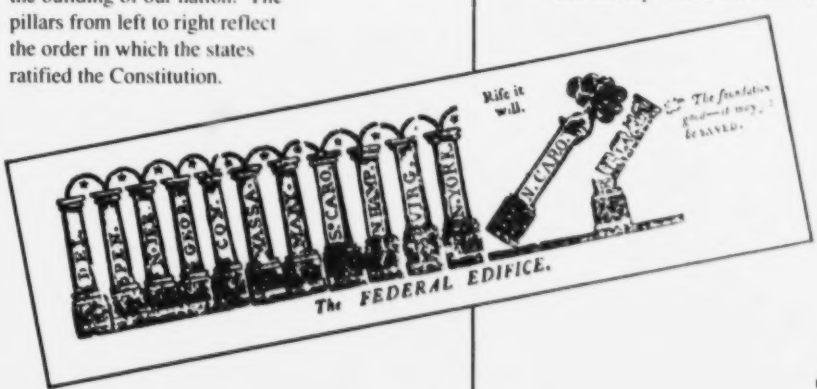
    b. limited government

    c. popular sovereignty

    d. representative democracy

18. In *Federalist* 47, James Madison wrote: "The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny." What two principles were incorporated into the U.S. Constitution to prevent such "tyranny"?

Appearing in the *Massachusetts Centinel* on August 2, 1788, this woodcut is the last of a series of eleven allegorical cartoons about the building of our nation. The pillars from left to right reflect the order in which the states ratified the Constitution.



19. Name the fundamental principle that each of the following cartoons illustrates:

20. Identify the article of the Constitution that addresses:

A. the amending process.

B. the executive branch.

C. the judicial branch.

D. the legislative branch.

E. national supremacy.

F. the ratification of the Constitution.

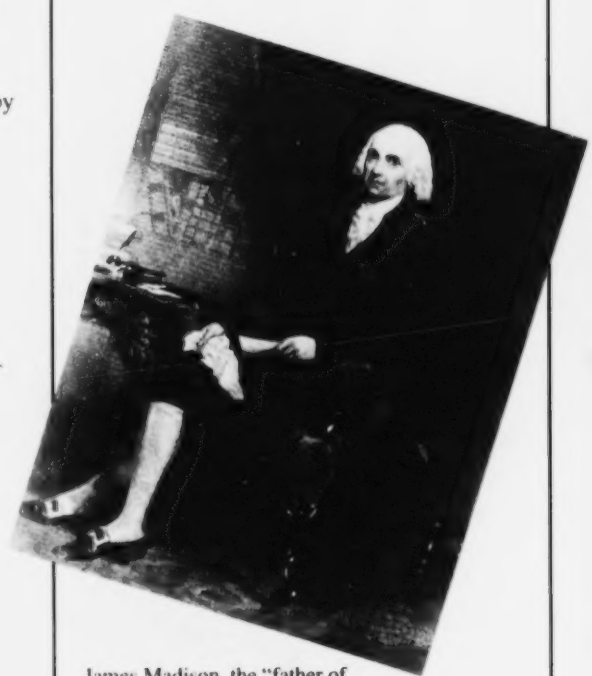
G. relations among the states.

21. The framers of the Constitution best expressed their faith in the people by the method they devised for choosing:

a. members of the House of Representatives.
b. the president of the United States.
c. senators.
d. Supreme Court justices.

22. Political analysts sometimes refer to the Constitution as a "living" document because it is able to meet the changing needs of our society. Which of the following features of the Constitution provide this flexibility? (*More than one answer may be correct.*)

a. the amending process
b. the Bill of Rights
c. the **elastic clause**
d. the full faith and credit clause



James Madison, the "father of the Constitution," recorded the proceedings at the Constitutional Convention. After securing ratification of the Constitution in Virginia, Madison proposed the first ten amendments to the Constitution, known as the Bill of Rights.

Jefferson

Thomas Jefferson

Answer questions 23-28 based on the following letter written by Thomas Jefferson to James Madison on December 20, 1787.

> I like much the general idea of framing a government into Legislative, Judiciary and Executive. I like the power given the Legislature to levy taxes; and for that reason solely approve of the greater house being chosen by the people directly. For tho' I think a house chosen by them will be very illy qualified to legislate for the Union, for foreign nations etc. yet this evil does not weigh against the good of preserving inviolate the fundamental principle that the people are not to be taxed but by the representatives chosen immediately by themselves. I am captivated by the compromise of the opposite claims of the great and little states, of the latter to equal, and the former to proportional influence. . . . I will now add what I do not like. First the omission of a bill of rights providing clearly . . . for freedom of religion, freedom of the press, protection against standing armies, restriction against monopolies, the eternal and unremitting force of the habeas corpus laws, and trials by jury in all matters of fact triable by the laws of the land and not by the law of Nations. . . .
>
> The second feature I dislike, and greatly dislike, is the abandonment in every instance of the necessity of rotation in office and most particularly in the case of the President. . . . I do not pretend to decide what would be the best method of procuring the establishment of the manifold good things in this constitution, and of getting rid of the bad. Whether by adopting it in hopes of future amendment, or, after it has been duly weighed and canvassed by the people . . . to say to them "We see now what you wish. Send together your deputies again, let them frame a constitution for you omitting what you have condemned and establishing the powers you approve. Even these will be a great addition to the energy of your government." . . .
>
> I own I am not a friend to a very energetic government. It is always oppressive. The late rebellion in Massachusetts has given more alarm than I think it should have done. . . . After all, it is my principle that the will of the Majority should always prevail. If they approve the proposed Convention in all it's [*sic*] parts, I shall concur in it chearfully [*sic*], in hopes that I think our governments will remain virtuous for many centuries; as long as they are chiefly agricultural; and this will be as long as there shall be vacant lands in any part of America. When they get piled upon one another in large cities, as in Europe, they will become corrupt as in Europe. Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.

23. Which of the following is the main question that Jefferson ponders in this excerpt?

    a. How do we educate the common man?
    b. How do we ratify the Constitution?
    c. Should we amend the Constitution?
    d. Should we ratify the Constitution?

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24. In this letter, Jefferson objects to the absence of a bill of rights in the Constitution. In his view, such a bill should provide for "freedom of religion, freedom of the press, protection against standing armies, restriction against monopolies, the eternal and unremitting force of the habeas corpus laws, and trials by jury in all matters of fact triable by the laws of the land and not by the law of Nations."

    A. How did Article I, Section 9, address *habeas corpus* laws?

    B. Which amendment in the Bill of Rights (if any) defends each of the other rights mentioned here?

25. Other than the omission of a bill of rights, what reservation regarding the Constitution does Jefferson express in this excerpt? Which amendment addresses this concern?

26. Jefferson refers to the "late rebellion in Massachusetts." By what name is this rebellion better known?

27. This excerpt indicates that Jefferson believes that the common people:

    a. should have little or no say in government affairs.
    b. should choose their own representatives and form of government.
    c. should have a strong government to protect their interests.
    d. should live in large cities where there are more employment opportunities.

28. Based on this excerpt, identify whether Jefferson would agree or disagree with each of the following statements:

    A. Majority rule typically encroaches upon the rights of minorities.

    B. Corruption is more apt to exist in urban than in rural societies.

    C. Once elected, a president will remain in the presidency for life.

29. Identify whether a constitutional amendment would be required to enact each of the following changes in the structure of the government:

    A. eliminating the electoral college system

    B. establishing a third major party

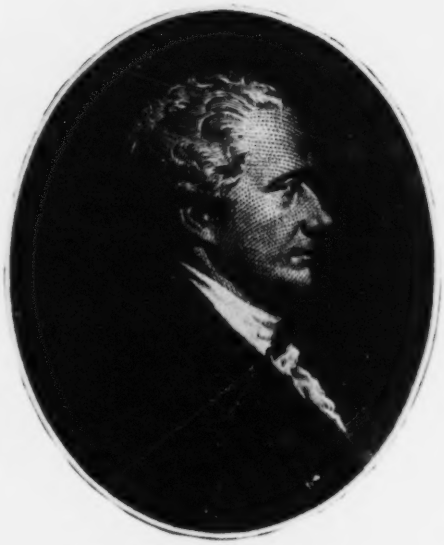
    C. eliminating the office of the secretary of state

    D. establishing a two-term limit for senators

    E. increasing the number of Supreme Court justices

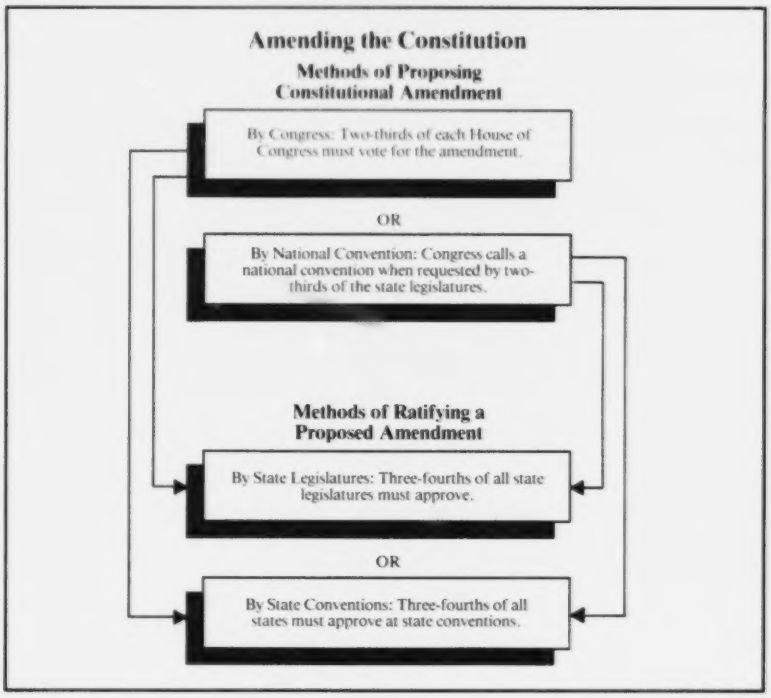
Because of their experience with British standing armies, the framers of the Constitution feared the military power of a strong central government. The Bill of Rights includes two amendments designed to protect the states from federal military power. The Second Amendment granted states the right to a "well-regulated militia," and the Third Amendment prohibited the government from quartering troops in private homes during times of peace.

100



Alexander Hamilton, who served as a New York delegate to the Annapolis Convention and the Constitutional Convention, advocated a strong central government. He wrote more than fifty of the *Federalist* papers and encouraged the New York convention to ratify the Constitution.

Answer questions 30-35 based on information in the chart, "Amending the Constitution."


Amending the Constitution
Methods of Proposing Constitutional Amendment
By Congress: Two-thirds of each House of Congress must vote for the amendment.
OR
By National Convention: Congress calls a national convention when requested by two-thirds of the state legislatures.
Methods of Ratifying a Proposed Amendment
By State Legislatures: Three-fourths of all state legislatures must approve.
OR
By State Conventions: Three-fourths of all states must approve at state conventions.

30. Who proposes amendments to the Constitution?

31. How many states are needed to force Congress to call a national convention to propose constitutional amendments?

32. Constitutional amendments are ratified by _____.

33. How many states must ratify a proposed amendment in order for it to be added to the Constitution?

34. What fraction of Congress had to approve the Equal Rights Amendment, which was proposed for ratification in 1972?

35. By June 30, 1982, the deadline for the Equal Rights Amendment, thirty-five states had voted for ratification. What happened to the amendment?

    a. It became the Twenty-seventh Amendment to the Constitution because two-thirds of the states approved the amendment.
    b. It was declared unconstitutional by the Supreme Court.
    c. It was ratified by a two-thirds vote in the Senate and House of Representatives.
    d. It was rejected because it lacked approval of three-fourths of the states.

36. Article V outlines the process for changing the Constitution. Which of the following is the one change that cannot be made?

    a. Amendments are subject to presidential veto.
    b. Executive powers cannot be restricted without the consent of the president.
    c. Previous amendments cannot be revoked.
    d. A state cannot be denied equal suffrage in the Senate without its consent.

37. The framers of the Constitution distributed power among the executive, legislative, and judicial branches and provided a system of checks upon each. Name the branch that is given the power to:

    A. appoint Supreme Court justices.

    B. declare a law unconstitutional.

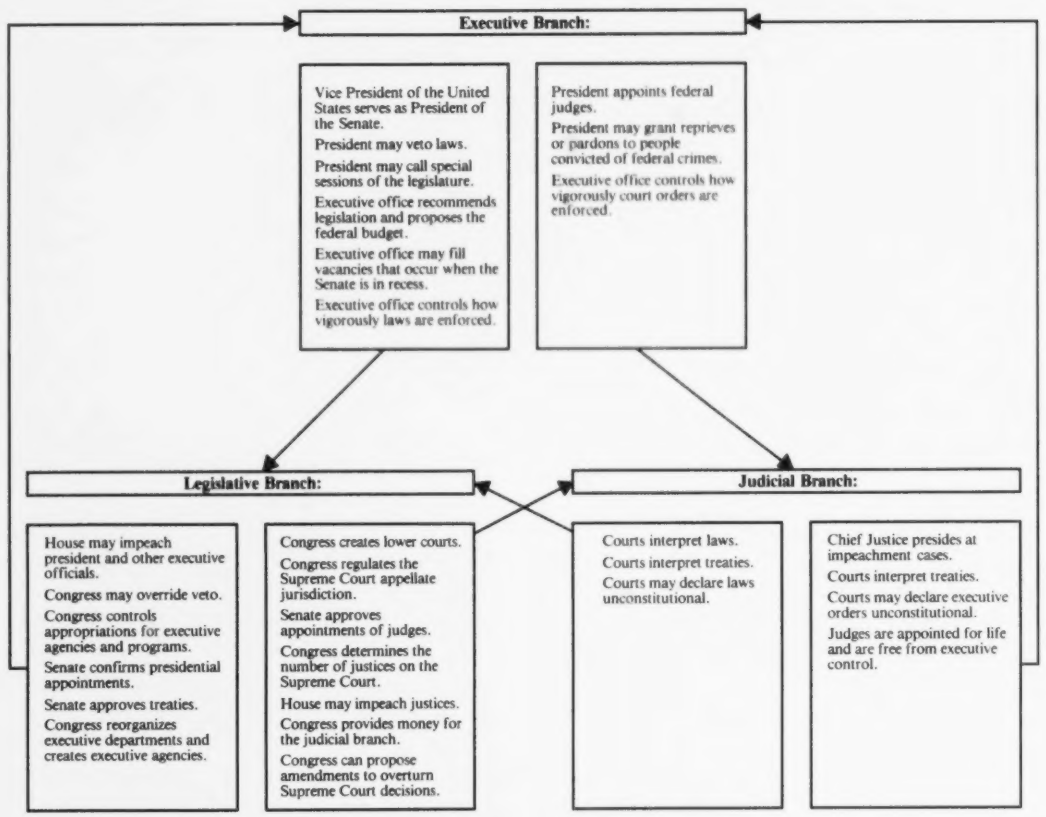
    C. impeach the president.

    D. grant pardons.

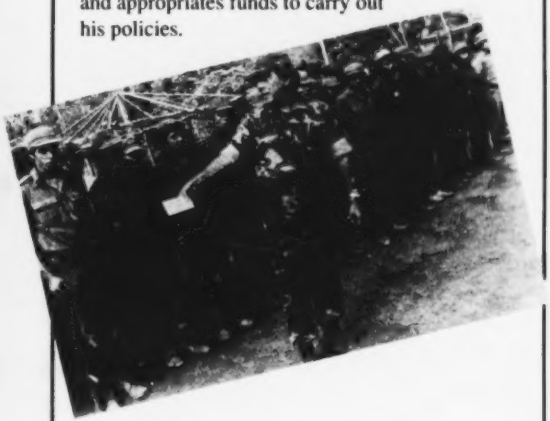
    E. declare war.

The authors of the Constitution gave each of the three branches of government several ways to check the powers of the others.

CHECKS AND BALANCES


Executive Branch:
Vice President of the United States serves as President of the Senate.
President may veto laws.
President may call special sessions of the legislature.
Executive office recommends legislation and proposes the federal budget.
Executive office may fill vacancies that occur when the Senate is in recess.
Executive office controls how vigorously laws are enforced.
President appoints federal judges.
President may grant reprieves or pardons to people convicted of federal crimes.
Executive office controls how vigorously court orders are enforced.
Legislative Branch:
House may impeach president and other executive officials.
Congress may override veto.
Congress controls appropriations for executive agencies and programs.
Senate confirms presidential appointments.
Senate approves treaties.
Congress reorganizes executive departments and creates executive agencies.
Congress creates lower courts.
Congress regulates the Supreme Court appellate jurisdiction.
Senate approves appointments of judges.
Congress determines the number of justices on the Supreme Court.
House may impeach justices.
Congress provides money for the judicial branch.
Congress can propose amendments to overturn Supreme Court decisions.
Judicial Branch:
Courts interpret laws.
Courts interpret treaties.
Courts may declare laws unconstitutional.
Chief Justice presides at impeachment cases.
Courts interpret treaties.
Courts may declare executive orders unconstitutional.
Judges are appointed for life and are free from executive control.

Under the system of checks and balances, both the executive and the legislative branches have a role in determining U.S. foreign policy. After the president outlines his foreign policy, Congress enacts laws and appropriates funds to carry out his policies.



When the Supreme Court declared parts of his New Deal legislation unconstitutional, President Franklin D. Roosevelt asked Congress to increase the size of the Court from nine to fifteen judges. Through this "court-packing" plan, President Roosevelt attempted to use his presidential power to appoint Supreme Court justices who supported his New Deal policies.

38. Which of the following executive powers provides the *best* evidence to support the claim that "the Constitution gives the executive branch more power than either of the other two branches of government"?

    a. power to appoint cabinet members
    b. power to appoint Supreme Court justices
    c. power of **executive privilege**
    d. power to override a veto

39. Which of the following provides the *best* evidence to support the claim that "the Constitution gives the legislative branch more power than either of the other two branches of government"?

    a. how Congress may veto a bill presented by the executive branch
    b. what appointments of cabinet members Congress may make
    c. what Congress may do about the **appellate jurisdiction** of the Supreme Court
    d. what Congress may do to declare a law unconstitutional

40. Under the U.S. Constitution, Congress has all of the following powers over the Supreme Court *except*:

    a. to change the number of Supreme Court justices
    b. to declare judicial decisions unconstitutional
    c. to impeach a Supreme Court justice
    d. to raise the salary of the Supreme Court justices

41. *Hypothetical situation*: One region of a state's population doubles in two years, causing its district courts to overflow with cases. Determine which branch of government, if any, has the constitutional power to:

    A. appoint additional judges for the district.

    B. enact legislation requiring traffic offenders to pay a fine without being tried.

    C. establish additional district courts.

    D. propose a constitutional amendment that would require the courts to expand in direct proportion to the population.

42. Which of the following pairs of sections of the Constitution supports the claim that "the Constitution sets up a tension between the federal government and state governments"?

    a. Article I and Article II
    b. Article VI and the Tenth Amendment
    c. Article VII and the Thirteenth Amendment
    d. the Fifth Amendment and the Fourteenth Amendment

Answer questions 43-46 based on the following excerpt from James Madison's Federalist *10:*

> The federal Constitution forms a happy combination in this respect; the great and aggregate interests being referred to the national, the local and particular to the State legislatures.
>
> Hence it clearly appears that the same advantage which a republic has over a democracy, in controlling the effects of faction, is enjoyed by a large over a small republic, is enjoyed by the Union over the States composing it.
>
> The influence of factious leaders may kindle a flame within their particular States, but will be unable to spread a general conflagration through the other States. A rage for paper money, for an abolition of debts, for an equal division of property, or for any other improper or wicked project will be less apt to pervade the whole body of the Union than a particular member of it; in the same proportion as such a malady is more likely to taint a particular county or district than an entire State.

43. In this excerpt, Madison defends the principle of:

    a. equal representation.
    b. federalism.
    c. states' rights.
    d. the two-party system.

44. Based on this excerpt, what did Madison believe about factions?

    a. Factions are a necessary aspect of democratic systems.
    b. Factions are more likely to occur in the federal government than in state governments.
    c. The system of checks and balances enables the federal government to control the effect of factions on public policy.
    d. The large size of the federal government enables it to control the effect of factions on public policy.

45. Madison argues for a federal system that divides power between national and state governments. Which does he believe should have supremacy? Why?

46. Madison refers to the advantage that a republic has over a democracy. How does a **republic** differ from a **democracy**?

47. How does Article VI of the Constitution resolve possible conflicts between state laws and federal laws?

48. What does the Tenth Amendment say about the delegation of powers to the states?

49. Throughout America's history, advocates of a strong federal government and states rights' advocates have debated the intent of the country's founders. Which of the following early Supreme Court decisions upholds states' rights?

    a. *Fletcher* v. *Peck* (1810)
    b. *Trustees of Dartmouth College* v. *Woodward* (1819)
    c. *Gibbons* v. *Ogden* (1824)
    d. *Barron* v. *Baltimore* (1833)

President George Washington used his constitutional power as commander-in-chief to quell the Whiskey Rebellion, which occurred in western Pennsylvania in 1794. The ease with which this rebellion was suppressed demonstrated the advances that had been made since the 1780s in the creation of an effective central government.

Through the expressed power to regulate commerce, the federal government has increased its role in the U.S. economy. Congress has used the commerce clause to build railroads and highways, to pass laws prohibiting the transportation of explosives and drugs across state lines, and to pass laws establishing a minimum wage for workers.

50. The Constitution provides for a division of powers between the federal government and the states. Identify whether each of the following functions is:

    a. an exclusive power of the federal government.
    b. an exclusive power of the state governments.
    c. a **concurrent power**.
    d. a power prohibited to both the federal and state governments.

    A. administering elections

    B. admitting new states

    C. creating local units of government

    D. establishing naturalization and immigration laws

    E. establishing post offices

    F. granting titles of nobility

    G. issuing patents

    H. levying taxes

    I. passing *ex post facto* laws

    J. providing public education

    K. settling disputes involving foreign diplomats

51. The Constitution imposes several duties on the national government with respect to the states. Which of the following illustrates such a duty?

    a. administering national elections
    b. loaning money to state governments that are in danger of bankruptcy
    c. maintaining a system of interstate highways
    d. providing federal troops in response to state requests in cases of civil violence

52. Under the federal system, the national government often provides funds to assist state programs, such as education or internal improvement projects. Two types of federal aid are grants-in-aid and block grants. How do these two types of aid differ?

53. The Bill of Rights was intended to prevent the federal government from encroaching upon the rights of citizens. What provision of the Constitution has the Supreme Court used to extend these safeguards to state governments?

54. Which of the following state laws would violate the Fourteenth Amendment of the U.S. Constitution?

    a. a state law requiring mandatory school attendance until eighteen years of age
    b. a state law raising the fee for a driver's license
    c. a state law requiring voters to register thirty days before state elections
    d. a state law revoking the Miranda rights of citizens arrested while committing crimes

55. Which of the following actions by a state legislature would be permissible under the U.S. Constitution?

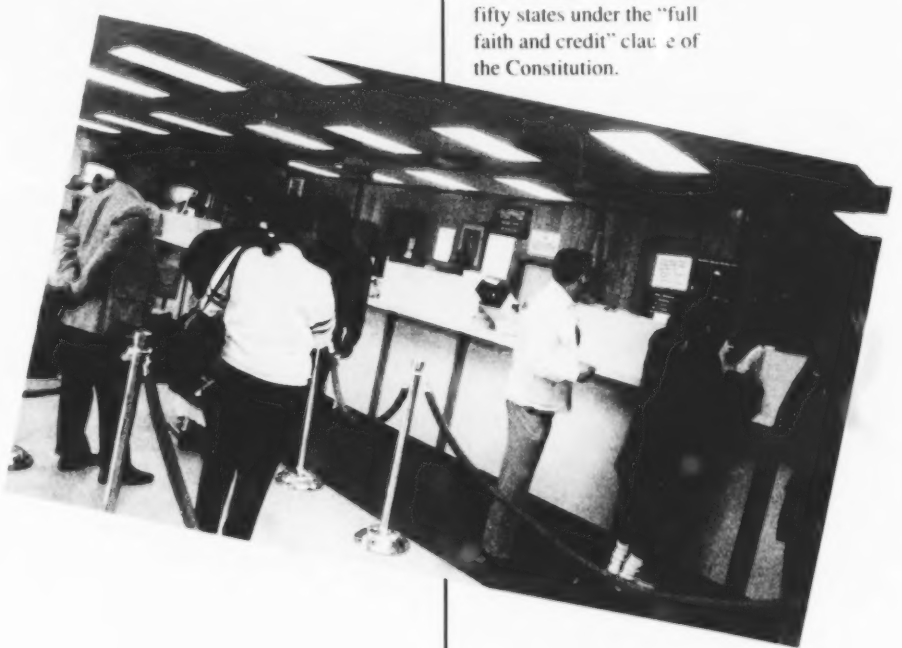
    a. establishing a **quota** for immigrants residing in that state
    b. imposing a uniform property requirement for all voters
    c. imposing a tariff on imported products
    d. lowering the voting age requirement in that state

56. If a criminal suspect wanted in Oregon were found in Nevada, which of the following actions could the Oregon governor take under Article IV of the Constitution?

    a. He could authorize the Oregon national guard to arrest and return the suspect.
    b. He could enlist the FBI to apprehend the suspect.
    c. He could request the governor of Nevada to arrest and return the criminal.
    d. He could appeal to the Oregon state courts for a certificate of **extradition**.

57. *Hypothetical situation*: Three months after you are married in one state, you and your spouse move to a different state. Which of the following statements regarding the legality of your marriage license is true?

    a. The marriage license is not valid in any other state.
    b. The marriage license has to be reissued by another state, similar to a driver's license.
    c. The "equal protection of the laws" clause of the U.S. Constitution requires other states to honor your marriage license.
    d. The "full faith and credit" clause of the U.S. Constitution requires other states to honor your marriage license.



Driver's licenses, such as those being issued here, are among the records that are valid in all fifty states under the "full faith and credit" clause of the Constitution.

The right of these people to demonstrate is secured by the First Amendment to the Constitution, which prohibits the government from "abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble."

58. The U.S. Constitution establishes age, citizenship, and residency requirements for elected officials of the federal government. Answer the questions below based on the following information:

    Mr. Peters was born in Oklahoma in 1965. He has lived in Oklahoma all his life.

    Ms. Quadrille was born in West Virginia in 1921. She moved to Germany in 1923 and lived there until 1982. She currently lives in Vermont, where she has lived since 1982.

    Mr. Romero was born in Mexico in 1940 and became a naturalized citizen in 1984. He currently lives in Texas, where he has lived since 1945.

    Ms. Sanders was born in Minnesota in 1951 and lived there until 1986. She currently lives in Ontario, Canada, where she has lived since 1986.

    Dr. Thomas was born in London, England, in 1933 and became a naturalized U.S. citizen in 1953. He currently lives in California, where he has lived since 1958.

    A. Which candidate(s) above meet the constitutional requirements for the presidency of the United States in 1992?

    B. For each candidate who lacks the constitutional requirements for the presidency of the United States in 1992, what constitutional requirement(s) does he or she lack?

    C. Which candidate(s) above meet the constitutional requirements for the U.S. Senate in 1992?

    D. For each candidate who lacks the constitutional requirements for the U.S. Senate in 1992, what constitutional requirement(s) does he or she lack?

    E. Which candidate(s) above meet the constitutional requirements for the U.S. House of Representatives in 1992?

    F. For each candidate who lacks the constitutional requirements for the U.S. House of Representatives in 1992, what constitutional requirement(s) does he or she lack?

59. Once a president is elected to office, what is the maximum number of years he or she can serve?

60. Name the five rights outlined by the First Amendment to the Constitution.

61. If you were arrested in the United States for demonstrating against South Africa's system of apartheid, you would be accorded the same rights as any other individual accused of a crime. According to the Constitution, you may request a writ of *habeas corpus*. A writ of *habeas corpus* is:

    a. a guarantee of a defendant's right to an attorney.
    b. a law sending a person to jail without a trial.
    c. a requirement that a prisoner be brought to court so that a judge can determine if (s)he is being held legally.
    d. a law passed after an action has been committed making that earlier action a crime.

62. *Hypothetical situation*: A police officer issues you a five-dollar speeding ticket for traveling seventy miles per hour on an interstate highway that had a speed limit of sixty-five miles per hour. Before you have paid your fine, Congress reduces the speed limit on this highway to fifty-five miles per hour. As a result, the state highway department raises your fine from five dollars to fifteen dollars. What provision of the Constitution would you use to contest the extra fine?

63. *Hypothetical situation*: A state trooper sees a bus driver speeding from the school's parking lot and authorizes the school to withhold the driver's paycheck as a fine for his action. Which of the following clauses of the Constitution does this violate?

    a. "no *ex post facto* law shall be passed"
    b. "the privilege of the writ of *habeas corpus* shall not be suspended. . . ."
    c. ". . . nor shall any person be subject for the same offense to be twice put in jeopardy of life and limb"
    d. ". . . nor be deprived of life, liberty, or property without due process of law. . . ."

64. Locate each of the following provisions in the U.S. Constitution and briefly explain its meaning:

    A. "The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people."

    B. "No bill of attainder or ex post facto law shall be passed."

    C. ". . . no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attainted."

    D. ". . . nor shall private property be taken for public use, without just compensation."

    E. "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people."

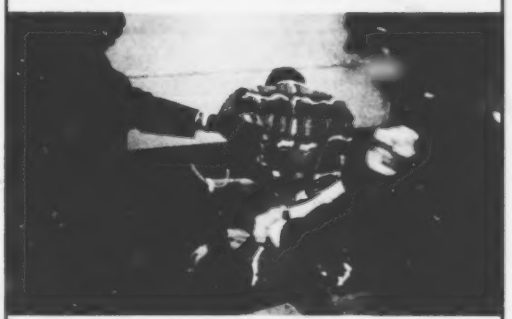
65. The largest number of constitutional amendments passed since the Civil War have dealt with what issue?

66. Which of the following provisions of the Fourteenth Amendment supports Supreme Court decisions prohibiting racial segregation?

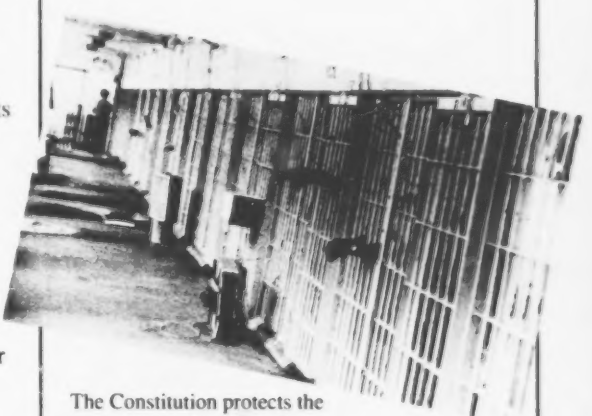
    a. "Representatives shall be apportioned among the several states according to their respective numbers."
    b. "No state shall . . . deprive any person of life, liberty, or property, without due process of law."
    c. "No state shall . . . deny to any person within its jurisdiction the equal protection of the laws."
    d. "Neither the United States nor any state shall assume . . . any claim for the loss or emancipation of any slave."

67. The Seventeenth Amendment was intended to make senators more responsive to the will of the people by:

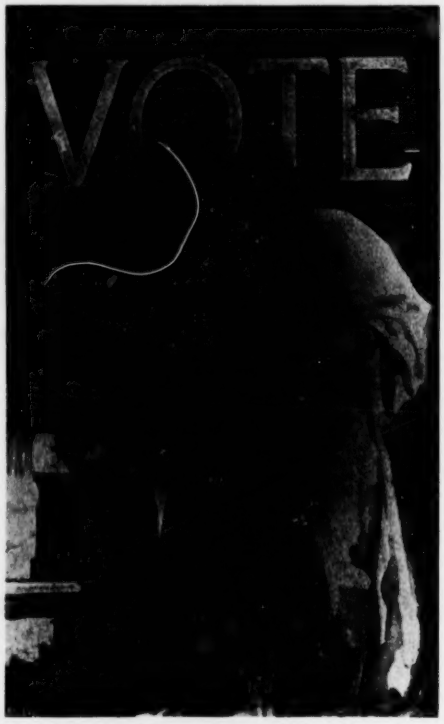
    a. decreasing the length of their term in office.
    b. establishing guidelines for their impeachment.
    c. decreasing the number of senators for each state.
    d. selecting them by popular election.



The Sixth Amendment to the Constitution protects the rights of persons accused of a crime. Under this amendment's protection, the accused has the right to a speedy and public jury trial and to be informed of the nature and cause of the accusation.



The Constitution protects the rights of convicted criminals. The Eighth Amendment of the Constitution prohibits excessive bail or "cruel and unusual punishment" of prisoners.



The Nineteenth Amendment, ratified in 1920, enfranchised women nationwide.

68. Under the terms of the Twenty-fifth Amendment, if the president becomes incapacitated, he may designate the vice president as acting president. If the president does not defer his authority, what group is granted the authority to declare that the president is "unable to discharge the powers and duties of his office"?

69. Until the enactment of the Twenty-fifth Amendment in 1967, if the office of vice president became vacant, it remained vacant until the next presidential election. Under the terms of the Twenty-fifth Amendment, how is a replacement chosen?

70. Who was the first vice president to be appointed in the manner specified by the Twenty-fifth Amendment?

71. If Gerald Ford had been elected in 1976, would he have been eligible for reelection in 1980? Why or why not?

72. The argument that "anyone who is old enough to fight for his country is old enough to vote" was used to secure the passage of which amendment?

73. Who was the first president to be elected after eighteen-year-olds could vote?

74. The U.S. Constitution has been amended twenty-six times. Some amendments deal with matters not covered in the Constitution; other amendments change or modify sections of the original document. For each of the following excerpts from the Constitution, determine how the passages have been changed and by which amendment:

    A. "The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof." (Article I, Section 3, Clause 1)

    B. "The Congress shall assemble at least once in every year and such meeting shall be on the first Monday in December." (Article I, Section 4, Clause 2)

    C. "No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken." (Article I, Section 9, Clause 4)

    D. "No person held to service or labor in one State, under the laws thereof, escaping into another, shall in consequence of any law. . . be discharged from such service." (Article IV, Section 2, Clause 3)

The Legislative Branch

T

oday's Congress involves more people, handles more legislation, and controls more money than the Constitution's writers could ever have imagined, but it runs on the same principles as did the one more than two centuries ago. To minimize the possibility of despotism, Congress was set up as a bicameral, or two-house, institution.

In the Constitution, the legislature was to represent both the people and the states with a House of Representatives and a Senate of state-appointed senators. In order to keep their seats, House members, elected every two years, must respond to the people who elected them. In contrast, senators (the word comes from the Latin word for "old man") serve a six-year term. Since 1913, they too have been elected by popular vote. One-third of the Senate is elected every two years, providing a check on the power of the House.

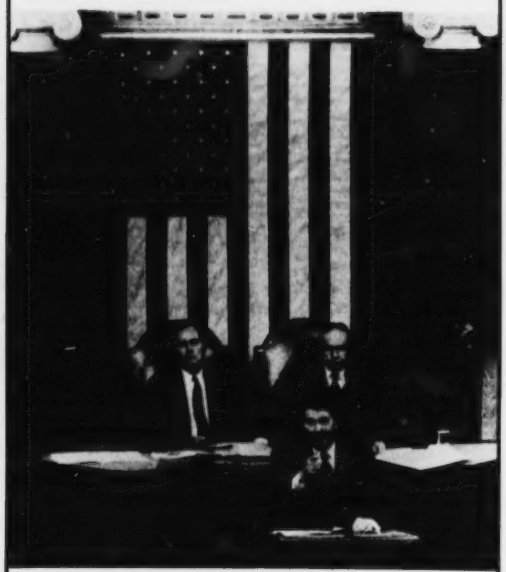
Both the House and the Senate of Representatives can propose new laws, but to honor the principle of "no taxation without representation," only the House can propose revenue-raising measures. Each year the members of both bodies propose thousands of bills, or suggestions for laws, but only a few become law.

The president must approve every new measure, thus checking the power of Congress. But a two-thirds vote of Congress can override a presidential veto of a law. In addition, the judicial branch can overturn an act of Congress by declaring the action unconstitutional.

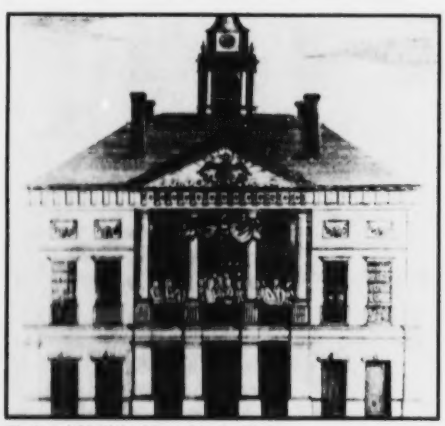
Congress itself, several organizational features that are more important than the Constitution prevent any one person from gaining control. Power is distributed through committee chairmanships, and committee membership. While a simple majority is needed in each house majority to become law, it takes a two-thirds majority to pass more important measures such as a constitutional amendment to the Constitution.

Lawmaking also takes time. Each new bill is subject to committee and subcommittee scrutiny, floor debate, and the approval of both houses before it is sent to the president to be signed into law. Although legislative procedures are slow and complex, they are designed to ensure that any legislation represents the true view of Congress.

Each senator and representative maintains a staff of legislative assistants to gather information about specific issues and prepare reports. Professional staff members also answer mail and phone calls, and assist constituents with special requests.



As President Ronald Reagan gives his state of the union address to an assembly of both houses, Senate President George Bush and Speaker of the House Jim Wright preside. The Constitution states that the president should give an address on the state of the union "from time to time." It has become customary for the president to address Congress at the beginning of each congressional session.



Federal Hall in New York City served as the temporary capital of the United States from 1789 to 1790. During their first term in office, representatives drafted the first ten constitutional amendments—the Bill of Rights—which were ratified by the states within two years.

1. Beginning with the first Congress, which met in 1789, each term of Congress has been numbered consecutively. The _____ Congress is currently in session, and it began its term in January of _____.
2. How often does the Constitution require Congress to meet?
3. At the beginning of each congressional term, the president of the United States typically gives a state of the union address to an assembly of both houses. What is the term for a meeting of members of both houses of Congress?
4. According to the Constitution, neither the Senate nor the House of Representatives can adjourn without the permission of _____.
5. If a crisis were to occur when Congress was not in session, who could call a special session of the legislature?
6. Fill in the following chart, which depicts the basic structure of the House of Representatives and the Senate:

	Senate	House of Representatives
Total number of members	_____	_____
Length of term of members	_____	_____
Age requirement for membership	_____	_____
Years of U.S. citizenship required	_____	_____

7. Determine whether each of the following statements pertains to the House of Representatives or to the Senate:
   A. The number of **constituents** represented by members of this group varies from more than 500,000 in Alaska to 27 million in California.
   B. This group is considered to be a "continuous body" because not all its members are up for election at the same time.
   C. This group tends to deal with more national and long-term concerns.
   D. This group introduces most private bills.
   E. This group approves treaties.
   F. This group introduces tax bills.

Answer questions 8-9 based on the following excerpt written by James Madison in Federalist, *52.*

> As it is essential to liberty that the government in general should have a common interest with the people, so it is particularly essential that the branch of it under question should have an immediate dependence on, and an intimate sympathy with, the people. Frequent elections are unquestionably the only policy by which this dependence and sympathy can be effectively secured.

8. To what group of elected officials was Madison referring in this excerpt?

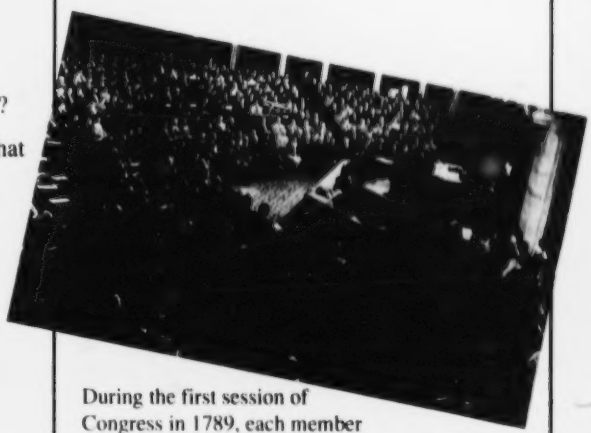
9. Based on this excerpt, why did the founders of the Constitution decide that elections for this group should be held frequently?

10. According to the Constitution, how can the U.S. House of Representatives provide adequate representation for a growing population and the acquisition of new states?

11. In 1966, President Johnson urged Congress to propose a constitutional amendment extending the term of office for members of the House of Representatives to four years. Adoption of this proposal would most likely:

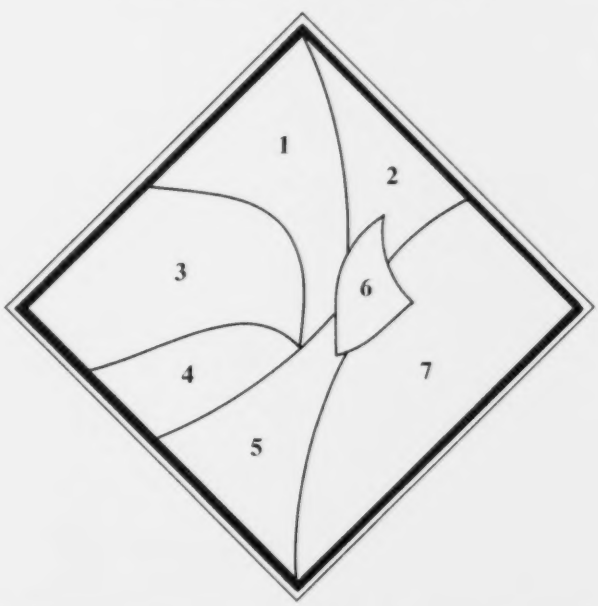
    a. enable members of the House to devote more time to legislative duties and less time to campaigning.
    b. encourage members of the House to maintain closer contact with their constituents.
    c. strengthen party loyalty in the House of Representatives.
    d. strengthen the seniority system in the House of Representatives.

Answer questions 12-14 based on the information in the map, "State X's Congressional Districts."



During the first session of Congress in 1789, each member of the House of Representatives represented about 30,000 constituents. The Reapportionment Act of 1929 set the number of representatives at 435. Each member of the House currently represents more than 550,000 constituents.

State X's Congressional Districts



12. How many representatives does State X have in the U.S. House of Representatives?

13. Which of the following statements about State X's population can be determined from the map?

    a. State X has a total population of less than 500,000 persons.
    b. District 4 has more constituents than District 6.
    c. State X has a total population of more than 3 million persons.
    d. The total population of State X has increased since the 1960 census.

14. Which area of State X is most densely populated?

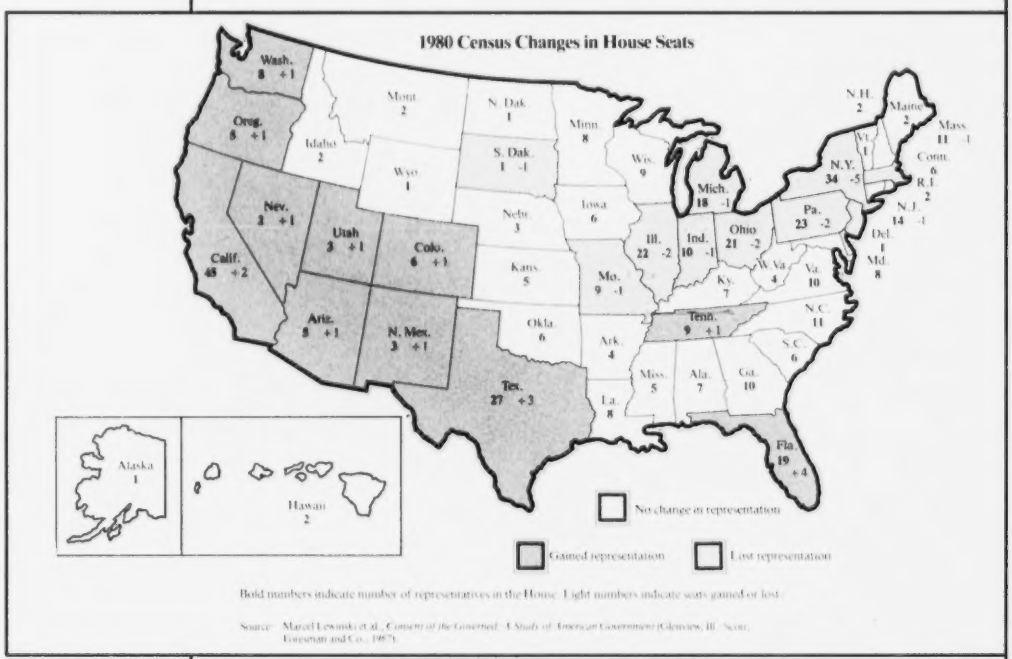
15. How often do states review the boundaries of congressional districts to accommodate changes in population?

16. Who determines the boundaries of congressional districts?

17. In *Wesberry* v. *Sanders* (1964), the Supreme Court ruled that:

    a. districts should be approximately the same geographic size.
    b. districts should be divided along party lines.
    c. districts should be approximately the same size in population.
    d. individual states should have authority over all redistricting issues.

Answer questions 18-20 based on information in the map, "1980 Census Changes in House Seats."



Bold numbers indicate number of representatives in the House. Light numbers indicate seats gained or lost.

Source: Marcel Lewinski et al., *Consent of the Governed: A Study of American Government* (Glenview, Ill.: Scott, Foresman and Co., 1987).

18. Which state gained the most House seats in the 1983 reapportionment?
19. Which of the following conclusions is supported by the map?
    a. Districts are often **gerrymandered**.
    b. The country is becoming increasingly conservative.
    c. The population is shifting from the Northeast to the South and West.
    d. **Reapportionment** should occur more often.
20. Which state had the most electoral college votes in the 1988 election? How many did this state have?

Characteristics of the 99th Congress

		House of Representatives	Senate
Political Party:	Democrats	252	47
	Republicans	183	53
Sex:	Male	413	98
	Female	22	2
Race & Ethnic Background:	Blacks	19	0
	Hispanics	10	0
	Asians	2	2
	Polynesian	1	0
	Whites	403	98
Religion:	Protestants	263	69
	Roman Catholics	122	19
	Jews	30	8
	Others	20	4
Median Age:		49.4	54.2
Profession:	Law	159	53
	Business	109	24
	Education	30	3
	Government	88	8
	Farmers & ranchers	15	4
	Journalists	12	1
	Other	22	7

SOURCE: Marcel Lewinski et al., *Consent of the Governed: A Study of American Government* (Glenview, Ill.: Scott, Foresman and Co., 1987)

This chart depicts the membership of the 99th Congress.

The term "gerrymandering" was derived from the cartoon below, which illustrates the practice of redrawing legislative districts to favor a particular political party. Artist Gilbert Stuart is said to have added the wings and claws to this oddly shaped district, which was drawn by Elbridge Gerry's supporters in the Massachusetts legislature to favor the Democratic-Republicans.

21. What is the purpose of the "franking privilege" given to members of Congress?
22. Why are members of Congress given immunity from arrest during the time the legislature is in session?
23. Representatives from the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands are called Delegates or Resident Commissioners. How do their powers and privileges differ from those of the representatives of the fifty states?
24. When a vacancy occurs in Congress, how is a replacement chosen?

In 1870, Hiram Revels became the first black U.S. congressman when he assumed the Mississippi seat that had been held by Jefferson Davis.

Because members of the U.S. Congress divide their time between Washington, D.C., and their home districts, they often have an office in both locations.

25. According to the U.S. Constitution, "Each house shall be the judge of the elections, returns, and qualifications of its own members." Both houses of Congress have denied seats to members who met constitutional requirements for office.

    A. Why did the House of Representatives refuse to seat Brigham H. Roberts of Utah in 1900?

    B. Why did the House of Representatives twice refuse to seat Victor L. Berger after World War I?

    C. What 1969 Supreme Court case ruled that Congress could not refuse to seat members who met the constitutional requirements for office and were legally elected?

26. Although the Constitution allows Congress to expel members who commit a serious offense, Congress has only expelled nineteen members as of 1988. In 1797, William Blount of Tennessee was expelled for conspiring to lead Native Americans and British warships in an attack on Spanish Florida and Louisiana. In 1980, Michael Myers of Pennsylvania was expelled from the House of Representatives after being convicted of bribery and conspiracy in the Abscam scandal. Under what circumstances were the other seventeen members expelled?

27. Why is it easier for Congress to **censure** a member than it is to expel a member?

The following two passages highlight the difference between a representative who views his role as a "trustee" and a representative who views his role as a "delegate." Answer questions 28-29 based on these excerpts.

> *Trustee:* "We were elected because people trusted us to act in their best interests, which means we must exercise independent judgment to lead, inform, correct, and sometimes ignore constituent opinion."

> *Delegate:* "Since we were elected to represent the people, our actions should reflect the wishes of our constituents. We should put aside our own personal judgments on an issue in favor of what our constituents think is best."

28. Which of the above representatives would probably rely on the results of polls of his constituents more often?

29. With which of the above representatives would Alexander Hamilton more likely agree?

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Answer questions 30-32 based on the following excerpt from a letter written by Congressman Clem Miller to his constituents:

> Dear Friend:
>
> I have just returned to Washington after two months in the district, meeting with friends, strangers, and even a foe or two. . . .
>
> I am not sure that I saw much evidence of a growing concern for our national public needs, or a willingness to grapple with today's hard-nut problems at home. It is depressing to observe how fear of "controversy" has sapped our ability to take a look at and talk about our most important problems. . . .
>
> In addition to talking and listening to district economic-interest groups, I was also engaged continuously in the job of being a representative to individuals. I collected lists of problems on which individuals asked valid intercession with their impersonal, bureaucratic government—pensions, social security, civil service, and so on. Personal problems large and small, they are all important to the possessor. Here was an added dimension to my earlier tours as a candidate. . . .
>
> A great deal of my time was spent in talking about how the grassroots can be more effective in Washington. We keep forgetting that this is a representative government. This is not only true of the legislators themselves, but as life becomes more fragmented, there must be representation of the fragments. Good (representative, responsive, responsible) lobbies become more essential. . . .

30. Based on this excerpt, why might representatives spend time in their offices in the district they represent?

31. Most of Congressman Miller's constituent casework involved _____.

32. Congressman Miller believes that lobbies play an important role in the legislative process because they:

    a. are paid by the federal government.
    b. focus on controversial national issues.
    c. help with constituent casework.
    d. represent different factions of society.

33. Some analysts claim that the legislative branch is the most important branch of government. Which of the following statements provides the *least* important evidence for this claim?

    a. Congress was the only unit of national government under the Articles of Confederation.
    b. Congress is the only branch of government that can propose constitutional amendments.
    c. Congress has broad authority over the organization and powers of the executive and judicial branches.
    d. The executive and judicial branches depend on Congress for funding.

In 1916, Jeanette Rankin became the first woman to serve in Congress.

The 1682 signing of William Penn's treaty with Native Americans, shown above, is among the scenes of American history depicted in the rotunda frieze of the Capitol.

34. The U.S. Constitution grants the legislative branch the following powers. Identify whether each of the following is an **expressed power** or an **implied power**:

    A. establish additional national courts

    B. establish an interstate highway system

    C. impeach the president

    D. keep troops in Europe

    E. pass tax laws

    F. provide social security benefits

    G. ratify a treaty

35. If a foreign government with which the United States maintained diplomatic relations were overthrown, Congress could take all of the following actions *except*:

    a. refuse to continue to provide U.S. aid to the new government
    b. reject the ambassador to the United States appointed by the new government
    c. reject the president's appointment of a U.S. ambassador to the new government
    d. reject a new treaty between the United States and the new government

36. State the role that each House of Congress plays in impeaching officials of the executive branch.

37. *Hypothetical situation*: Congress **appropriates** one million dollars for a Food and Drug Administration investigation into the potential hazards of food additives. What action would Congress most likely take if the FDA used this money for other purposes?

    a. bring impeachment proceedings against the head of the FDA
    b. cut off future appropriations to the FDA
    c. declare the FDA's action unconstitutional
    d. **impound** the funds appropriated to the FDA

38. Which of the following is an example of legislative oversight?

    a. Congress enacts a deficit budget proposed by the president.
    b. A congressional committee investigates an executive agency's policies.
    c. Congress enacts a law authorizing a new program but fails to appropriate fundings for the program.
    d. The Senate and the House pass different versions of the same bill.

Aircraft carriers such as these are an important part of our nation's defense. The Constitution charges Congress with the responsibility to raise and maintain the armed forces and grants it the sole authority to declare war on another nation.

39. Since 1932, when Congress enacted the first **legislative veto**, legislative veto provisions have been included in more than 200 laws. But in 1983, the Supreme Court declared the legislative veto provision in *Immigration and Naturalization Service* v. *Chadha* unconstitutional. In his dissenting opinion, Justice Byron R. White wrote:

> Without the legislative veto, Congress is faced with Hobson's choice: either to refrain from delegating the necessary authority, leaving itself with a hopeless task of writing laws with the requisite specificity to cover endless specific circumstances across the entire policy landscape, or in the alternative, to abdicate its lawmaking function to the executive branch and independent agencies.

In supporting the legislative veto, Justice White is *least* concerned with preserving:

a. congressional authority over legislation.
b. legislative oversight of the executive branch.
c. a separation of powers between the executive and legislative branches.
d. legislation that is flexible enough to provide for changing circumstances.

40. During recent hearings that explored ways to improve the efficiency of the federal government, representatives proposed the following reforms. For each, determine whether the reform would require a constitutional amendment and briefly explain your answer:

A. allowing executive branch officials to introduce legislation and manage floor debate in Congress

B. allowing members of Congress to serve in the president's cabinet

C. establishing an informal executive-legislative branch council to facilitate cooperation between the branches

41. What was the purpose of the Congressional Budget and Impoundment Control Act of 1974?

42. The Senate considers thousands of the presidential nominees for government appointments each year, including ambassadors, cabinet members, district court judges, and Supreme Court judges.

A. Which of the above four appointments is most likely to be subject to **senatorial courtesy**?

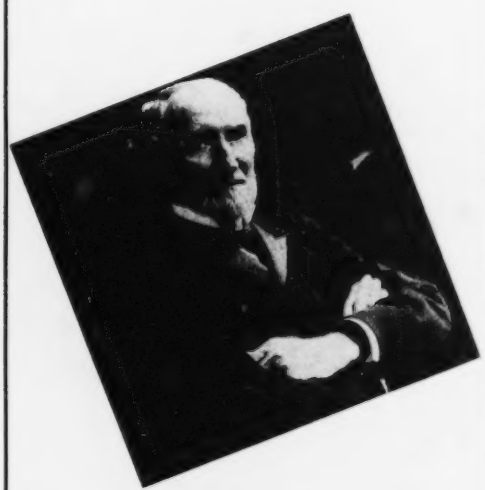
B. Which of the above four appointments is most often rejected by Congress?

43. One important responsibility of Congress is to conduct investigations to determine whether a new law is needed or if an existing law is being carried out as Congress intended. How did each of the following increase the investigatory power of Congress?

A. *McGrain* v. *Daugherty* (1927)

B. Immunity Act of 1954

Members of a congressional select committee hear testimony during the Watergate investigation. While standing committees are permanent congressional committees, select committees such as this one are temporary committees formed to investigate a specific issue.



Republican Congressman Joseph G. Cannon, nicknamed "Uncle Joe," served in Congress for almost fifty years. From 1903 to 1911, he served as Speaker of the House and was one of the most powerful Speakers in history. Under the House rules that existed during his years as Speaker, Cannon recognized only those members who had previously secured permission from him to speak on the floor of the House and chose the majority of the members of every committee, including the Rules Committee.

44. One of the necessary ingredients of the investigative power of Congress is its ability to require citizens to testify before Congress. What happened when G. Gordon Liddy refused to testify before the House Armed Services Committee's Special Intelligence Subcommittee in 1972?

45. In 1987, a congressional investigating committee investigated the sale of arms to Iran and the diversion of profits from the sale to support Nicaraguan rebels. While most of these sessions were public, some met in **executive session**. Why?

46. Why does each major political party have a party **caucus** before the initial meeting of Congress?

47. How does the selection of House officers, such as the Speaker of the House and the Sergeant at Arms, differ from the selection of party leaders, such as the minority leader and majority whip?

48. Because the Senate president must spend substantial amounts of time attending to his duties as vice-president of the United States, he is often absent from the Senate. The Constitution provides for a president *pro tempore* to preside in his absence. The president *pro tempore* is typically:

    a. the choice of the vice-president of the United States
    b. the majority leader
    c. the minority leader
    d. the senior member of the majority party

49. Political analysts consider the most powerful officer in Congress to be the Speaker of the House because he or she does all of the following *except*:

    a. appoint members of **select committees** to conduct special investigations
    b. decide who will be recognized to speak on the floor
    c. rule on **points of order**
    d. select chairpersons of **standing committees**

50. What is the primary responsibility of the party whip?

51. State the role of each of the following congressional officers in debating and voting on measures:

    A. president of the Senate

    B. president *pro tempore* of the Senate

    C. speaker of the House

52. Who assigns new members of Congress to standing committees?

53. The House Rules Committee is often considered to be the most influential committee because it makes all of the following decisions *except*:

    a. how much money should be appropriated for new programs
    b. which bills **reported out** by committees will be scheduled for House consideration
    c. how much time will be permitted for House debate on a proposed bill
    d. whether amendments to a proposed bill will be allowed on the floor of the House

Answer question 54 based on the following excerpt from Congressional Government, *written by Woodrow Wilson:*

> The House sits not for serious discussion, but to sanction the conclusions of its committees as rapidly as possible. It legislates in its committee rooms, not by the determination of majorities, but by the resolutions of specially commissioned minorities; so it is not far from the truth to say the Congress in session is Congress on public exhibition, whilst Congress in its committee rooms is Congress at work.

54. With which of the following statements would Wilson most likely have agreed?

    a. The committee system should be abolished.
    b. The House should vote according to the recommendations of the committees.
    c. There should be more debate on the floor of the House.
    d. There should be less time devoted to the work done by committees.

55. Because most of the work of Congress is done in committees, committee chairpersons can use political influence to enact or reject proposed bills. Committee chairpersons are responsible for all of the following duties *except*:

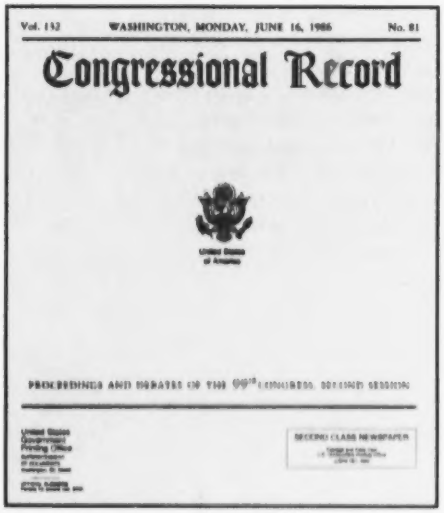
    a. calling committee hearings
    b. determining the committee's agenda
    c. hiring research staff
    d. selecting members of the committee

56. Name three ways that the power of committee chairpersons was reduced in the 1970s.

Answer questions 57-59 based on the following excerpt from an article that appeared in the Washington Post *on September 23, 1987:*

> When the Congressional Black Caucus offered its 1988 budget alternative on the House floor last April, Rep. William H. Gray III (D-Pa.), chairman of the Budget Committee and a caucus superstar, did not support the measure—he just voted "present."
>
> The North Philadelphia Democrat, who once helped draft the caucus' liberal-progressive alternative to Reagan administration cutbacks, now must craft the kind of consensus-minded budget plans that will win the allegiance of a broad spectrum of House Democrats.
>
> "It's not an issue of [being] black," said Gray, who has voted "present" on every Democratic alternative since becoming chairman in 1985. "The issue is: I'm chairman of the Budget Committee, a Democrat. I build a consensus. I walk out with a budget. Now, do I vote against my own budget? . . . That doesn't make a lot of sense."
>
> "It's not a problem of race," he said. "It's a problem of what happens to any member of Congress who gets elevated to a position of leadership."
>
> Not everyone in the 23-member caucus agrees with Gray's premise, and therein lies a predicament for Gray and other blacks who rose through the seniority system to top committee posts and now are torn between their allegiance to the caucus and their responsibilities as Democratic leaders.
>
> (Reprinted by permission of the *Washington Post*)

Congressman Sam Rayburn, a Texas Democrat, was elected to the House of Representatives in 1912 and reelected twenty-four times. He served as Speaker of the House for a total of seventeen years—a record. Using the art of persuasion and compromise, "Mr. Sam" was able to secure New Deal legislation, such as the Securities Act of 1933, and civil rights legislation, such as the civil rights acts of 1957 and 1960.


Vol. 132 WASHINGTON, MONDAY, JUNE 16, 1986 No. 81

Congressional Record

The *Congressional Record*, published daily by the Government Printing Office, is an official record of everything said on the Senate and House floors and of roll call votes on all bills and issues.

57. Which of the following statements most accurately describes the reason that Representative Gray does not support the budget proposed by the Congressional Black Caucus?

    a. The budget proposed by the caucus differs from the budget proposed by the president.
    b. The budget proposed by the caucus differs from the budget proposed by the Budget Committee.
    c. The budget proposed by the caucus appropriates too much money.
    d. Because the Congressional Black Caucus is an informal coalition, its budget should not be considered.

58. What action taken by Gray is available to representatives who wish neither to support nor reject a particular bill?

59. This article refers to the proposal of a budget—the first step in the budget-making process. What two types of bills would need to pass Congress before money is drawn from the U.S. Treasury?

60. One way to learn about legislative debates in Congress is to read the *Congressional Record*, which provides information on congressional proceedings. Identify the following abbreviations found in this record:

    A. S before a number

    B. HR before a number

    C. JRes before a number

61. Approximately 10,000 bills are introduced in the legislature each year. How many become laws?

    a. fewer than 10 percent
    b. 15-25 percent
    c. 25-50 percent
    d. more than 50 percent

62. Which of the following is an example of a private bill?

    a. a bill to appropriate money for a specific executive agency
    b. a bill to allow a specific individual to remain in the United States
    c. a bill to raise the quota for legal immigration
    d. a bill to raise social security payments

63. What is the Committee of the Whole and why does the House of Representatives resolve itself into the Committee of the Whole for floor consideration of many bills?

64. In both the Senate and the House of Representatives, a **quorum** must be present in order to conduct business. How many members constitute a quorum in:

    A. the Senate?

    B. the House of Representatives?

    C. the Committee of the Whole House of Representatives?

65. How would the process for a joint resolution to amend the Constitution differ from the process to pass a bill?

66. Using the list of political terms, fill in the blanks below to explain the process by which a bill introduced in the House of Representatives becomes a law.

clerk	member of congress
committee chairperson	president of the United States
conference committee	quorum
congressional staff	Senate
hopper	Speaker of the House
House Rules Committee	subcommittee

A. Most legislation is suggested by the executive branch, but only a _____ can introduce a bill in Congress.

B. To begin the lawmaking process in the House, a representative puts his proposed bill in a box known as the _____.

C. The _____ takes the bill from here and gives it a name and a number and has it printed.

D. In the House of Representatives, the bill is assigned to the appropriate standing committee by the _____.

E. If the committee chairperson believes the bill to be worth considering, the bill is then typically assigned to a _____.

F. The committee examines important bills carefully, sometimes by holding public hearings or making junkets to areas affected by the proposed legislation. At this time, all aspects of the bill are usually researched by the _____.

G. The committee can approve the bill, add amendments, or draft a new bill. If the committee approves the bill after it is **marked up**, the bill is reported out. At this time, the bill must go to the _____ in order to be placed on one of the House calendars and scheduled for debate on the floor of the House.

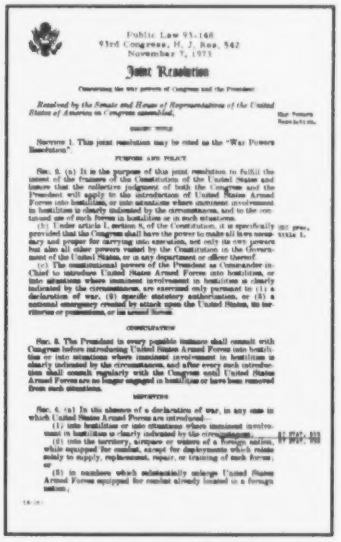
H. In order for the House to discuss and consider the bill, a majority of legislators must be present. This is called a _____.

I. The House Rules Committee decides how much time the entire House will spend debating the bill. During the debate the _____ takes charge of the session.

J. After all discussion and alteration of the bill is completed, it is engrossed and given its third reading. All present members of the House vote on the amended bill. If the bill passes this vote, it goes to the _____.

K. The bill goes through a similar process in the Senate. After additional alterations of the bill are made, the House and Senate versions of the bill may be different. It is then submitted to a _____, which proposes a compromise bill.

L. The compromise bill is then submitted to both houses to be voted on. At this time, no further changes are allowed. If the bill is approved by both houses, it is sent to the _____.



Public Law 93-148
93rd Congress, H. J. Res. 542
November 7, 1973

Joint Resolution

Concerning the war powers of Congress and the President.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

SHORT TITLE

SECTION 1. This joint resolution may be cited as the "War Powers Resolution".

PURPOSE AND POLICY

SEC. 2. (a) It is the purpose of this joint resolution to fulfill the intent of the Framers of the Constitution of the United States and insure that the collective judgment of both the Congress and the President will apply to the introduction of United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and to the continued use of such forces in hostilities or in such situations.

(b) Under article I, section 8, of the Constitution, it is specifically provided that the Congress shall have the power to make all laws necessary and proper for carrying into execution, not only its own powers but also all other powers vested by the Constitution in the Government of the United States, or in any department or officer thereof.

(c) The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only pursuant to (1) a declaration of war, (2) specific statutory authorization, or (3) a national emergency created by attack upon the United States, its territories or possessions, or its armed forces.

CONSULTATION

SEC. 3. The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and after every such introduction shall consult regularly with the Congress until United States Armed Forces are no longer engaged in hostilities or have been removed from such situations.

REPORTING

SEC. 4. (a) In the absence of a declaration of war, in any case in which United States Armed Forces are introduced—

(1) into hostilities or into situations where imminent involvement in hostilities is clearly indicated by the circumstances,

(2) into the territory, airspace or waters of a foreign nation, while equipped for combat, except for deployments which relate solely to supply, replacement, repair, or training of such forces; or

(3) in numbers which substantially enlarge United States Armed Forces equipped for combat already located in a foreign nation;

A joint resolution, like a bill, is passed by both houses of Congress. A resolution is a formal expression of intent or opinion on a specific matter, whereas a bill is a draft of proposed legislation.

Answer question 67 based on the information in the list, "Standing Committees."

Standing Committees

Senate	House of Representatives
Agriculture, Nutrition, and Forestry	Agriculture
Appropriations	Appropriations
Armed Services	Armed Services
Banking, Housing, and Urban Affairs	Banking, Finance, and Urban Affairs
Budget	Budget
Commerce, Science, and Transportation	Energy and Commerce Science, Space, and Technology Merchant Marine and Fisheries
Energy and Natural Resources	Interior and Insular Affairs Energy and Commerce
Environment and Public Works	Public Works and Transportation
	Standards of Official Conduct
Finance	Ways and Means
Foreign Relations	Foreign Affairs
Governmental Affairs	Government Operations District of Columbia Post Office and Civil Service
Labor and Human Resources	Education and Labor
Judiciary	Judiciary
Rules and Administration	House Administration Rules
Small Business	Small Business
Veterans' Affairs	Veterans' Affairs

67. Identify the standing committee that most likely would be the first to review:

    A. tax bills.

    B. the proposed budget of an independent agency created by a recent legislative act.

    C. a bill introduced in the House of Representatives that would establish a new preschool education program for underprivileged families.

    D. a bill introduced in the House of Representatives that would change the boundaries of a national park.

    E. the ratification of a new treaty with China.

    F. the qualifications of the president's nomination for a Supreme Court judge.

    G. the federal budget proposed by the president.

    H. a bill designed to conserve our use of oil.

68. According to the Constitution, how are the rules of procedure in Congress determined?

69. Most bills die in committee when the committee decides not to report the bill out for consideration by the house. This is called _____.

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70. If a House committee delays action on a vital bill, a majority of the House membership can move the bill from the committee onto the House floor by signing a _____.

71. In the House of Representatives, no member is ordinarily permitted to speak for longer than one hour. How can members of the House revoke this rule?

72. Name two methods that House members sometimes use to bring a bill quickly to a vote.

73. During floor consideration in the Senate, **riders** may be added to a bill. Which of the following is *not* true concerning such amendments?

    a. By calling it an "amendment," it is possible to get a bill on the floor of the Senate without first submitting it to a standing committee.
    b. In the Senate, appropriation and tax measures are favorite targets for these amendments.
    c. The president may approve a measure that he or she would ordinarily veto because it has been attached to a popular bill.
    d. The Supreme Court routinely strikes down such amendments as unconstitutional.

74. In Congress, legislators use several methods to take votes on proposed measures.

    A. Which form of voting is used most often?

    B. Which form of voting is only used in the House of Representatives?

    C. Which form of voting is used to **override** a presidential veto?

75. Several options are available to the president after he or she receives a bill that has passed Congress. What happens to the proposed bill if:

    A. the president signs the bill?

    B. the president vetoes the bill?

    C. the president does not act on the bill within ten days of receiving it, and Congress is still in session?

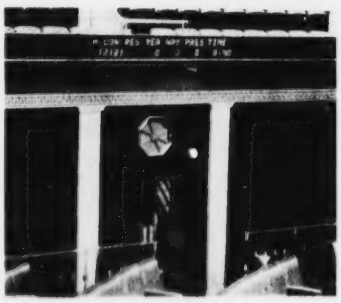
    D. the president does not act on the bill within ten days of receiving it, and Congress adjourns within ten days of submitting the bill?

76. How many members of Congress must vote to override a presidential veto for the bill to become law?

77. In 1957, Senator Strom Thurmond of South Carolina spoke on the Senate floor for a record twenty-four hours and eighteen minutes to stop the majority from passing a civil rights act. What is this Senate action called and when is it used?

78. Senator Sam Ervin said of his relations with Senator Milton Young, "I got to know Milt Young very well. And I told Milt, 'Milt, I would just like you to tell me how to vote about wheat and sugarbeets and things like that, if you will just help me out on tobacco and things like that.' " This is an example of:

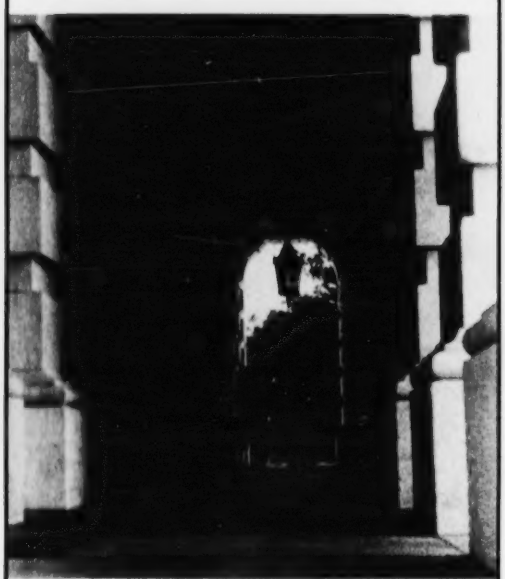
    a. a filibuster.
    b. legislative oversight.
    c. logrolling.
    d. a political machine.



Machines that count each member's vote on an issue have made roll call voting more efficient. A tally of roll call votes is displayed on a screen, as shown above.

After a bill passes both houses of Congress, it goes to the president to be signed. Upon the president's signature, the bill becomes law.

Through channels such as C-SPAN that televise congressional proceedings, the American public is able to observe the legislative process. The House of Representatives has televised its proceedings since 1970 and the Senate since 1986.



The practice of lobbying takes its name from the custom, established in the early 1800s, of waiting in the lobbies outside Congress for a chance to speak with legislators. While some analysts believe that special interest groups exert undue influence on Congress at the expense of the public, others maintain that lobbyists provide important information to Congress. Lobbyists, who are often experts in their field, testify at congressional hearings, discuss issues and pending legislation in the lobbies of the Capitol, and provide detailed reports to Congress.

Answer question 79 based on the following description of lobbying written by John F. Kennedy five years before he became president.

> Lobbyists are in many cases expert technicians and capable of explaining complex and difficult subjects in a clear, understandable fashion. They engage in personal discussions with Members of Congress in which they can explain in detail the reason for positions they advocate. Lobbyists prepare briefs, memorandums, legislative analysis, and draft legislation for use by committees and Members of Congress; they are necessarily masters of their subject and, in fact, they frequently can provide useful statistics and information not otherwise available.

79. Based on this quote, determine whether John F. Kennedy would agree or disagree with each of the following statements:

    A. Lobbyists are experts in their field.

    B. Lobbyists help nobody but the group that employs them.

    C. Lobbyists provide an unbiased viewpoint.

    D. Lobbyists provide members of Congress with important information.

    E. Without lobbyists, congressional staffs would probably be much larger.

80. The Lobbying Act of 1946 was passed to:

    a. allow lobbyists to appear in Congress when votes are tallied.
    b. limit the number of lobbyists in Washington.
    c. make lobbyists government personnel.
    d. regulate lobbying to prevent bribery of public officials.

81. Thousands of special interest groups influence legislation and elections through lobbying, providing financial support to candidates, and organizing grassroots campaigns. A few of the larger and influential groups follow. Name each of them.

    A. Founded in 1912, this group, which is the largest national organization for businesses, represents about 4.5 million members in manufacturing, retail, construction, finance, insurance, and real estate businesses.

    B. Formed in 1920, this group, which has a membership of approximately 2.8 million farm families, has developed a close working relationship with the Department of Agriculture to support federal programs that promote agriculture.

    C. Formed by the merger of two unions in 1955, this labor lobby, which consists of about 110 unions, comprises 15 million members and focuses on special labor concerns, social welfare programs, minimum wage issues, and tax reform.

    D. This public interest group, founded in 1970 to "uphold the public interest against all comers, particularly the special interests, that dominate our lives today," focuses on the reform of lobbying and campaign finance laws.

    E. Founded in 1978 by Reverend Jerry Falwell, this special interest group lobbies for legislation that would outlaw abortion and permit school prayer.

82. How do public interest groups, such as the American Civil Liberties Union and the League of Women Voters, differ from private interest groups?

83. Congress has created several support agencies to provide nonpartisan and objective research. Match each with its description:

A. This branch of the Library of Congress prepares research reports and special studies for legislators and their staff.

B. This office helps draft proposed legislation and ensures that new laws are consistent with existing laws and court decisions.

C. This office conducts special audits and investigations at the request of members or committees.

D. This office assists members of Congress in assessing the physical, economic, and social effects of proposed legislation in order to prevent technological problems that may ensue from pending legislation.

E. This office prepares five-year cost projections on proposed legislation, keeps a daily record of spending decisions of Congress, and studies programs that affect the federal budget.

a. Congressional Budget Office

b. Congressional Research Service

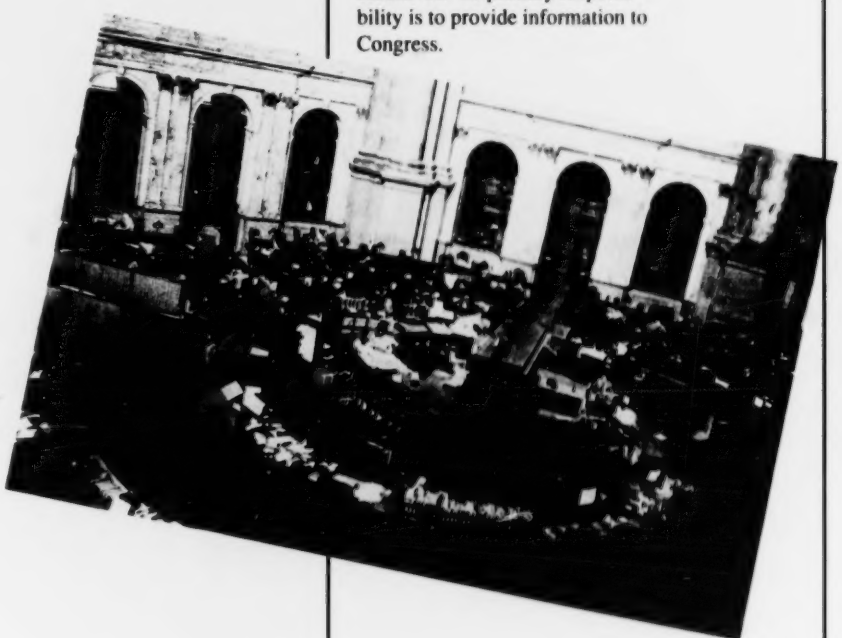
c. General Accounting Office

d. Office of Legislative Counsel

e. Office of Technology Assessment

Consumer advocate Ralph Nader has established a number of public interest groups to investigate Congress and executive agencies. Some of these public interest groups operate to make government responsive to the public, rather than to special interest groups.

The Library of Congress, established in 1800, is managed by a joint committee of the Senate and the House of Representatives. Its primary responsibility is to provide information to Congress.



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9. The Executive Branch

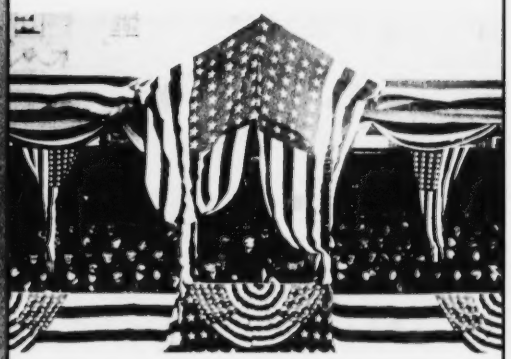
When the colonies first achieved independence, many assumed the new country would become a monarchy, just like Great Britain. Early presidents, however, rejected attempts to elevate them to superior status. During its first session, Congress determined that the correct form of address to the head of the United States would be simply "Mr. President," a symbolic acknowledgment that all citizens are equal in the eyes of government.

The president is not only the chief executive of the federal government, but also the commander-in-chief of the armed forces, the manager of the economy, and the symbol of the United States to the rest of the world. Executive orders have the force of law, and although the president cannot enact laws, he or she can suggest and influence legislation.

The actual administration of the federal government is in the hands of the departments and agencies, which are created through acts of Congress. The heads of fourteen executive departments, appointed by the president with congressional approval, are members of the president's cabinet. Cabinet members, representing departments such as defense and education, are responsible to the president. They appear before congressional committees to state the views of the executive branch and the policy goals of their departments.

In addition to cabinet departments and agencies, the executive branch also includes independent agencies, regulatory commissions, and government corporations. These agencies make and execute national policy, and evaluate the effectiveness of policy decisions. Regulatory commissions have jurisdiction over such diverse areas as labor relations and environmental protection and can issue regulations that have the force of law. Government corporations are business enterprises, operating under a presidentially appointed chief executive officer and board of directors. The duties and responsibilities of the numerous departments and agencies in the executive branch often overlap.

The vice president, who takes over as head of state should the president die, resign, or be removed from office, is an important member of the executive branch. Although limited by the Constitution to few official duties, the vice president is often asked by the president to perform important ceremonial or political functions.



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Presidential Roles

Constitutional

1. Chief of State
   represents the United States to the rest of the world

2. Chief Legislator
   proposes bills to Congress and signs or vetoes bills passed by Congress

3. Chief Executive
   manages the executive branch and enforces the law

4. Commander-in-Chief
   leads the country's military forces

5. Chief diplomat
   makes and implements foreign policy, meet with other world leaders, and negotiates treaties

Customary

1. Party Leader
   selects the head of his or her party committee

2. Manager of the Economy
   influences economic development through government action

3. World Leader
   exercises U.S. authority in world affairs

4. Mobilizer of the People
   organizes public opinion to influence government

Sources: Marcel Lewinski et al., *Consent of the Governed: A Study of American Government* (Glenview, Ill.: Scott, Foresman, 1987); Mary Jane Turner, Kenneth Switzer, and Charles Redden, *American Government: Principles and Practices* (Columbus, Ohio: Charles E. Merrill Publishing Co., 1983); and David C. Saffell, *The Politics of American National Government* (Cambridge, Mass.: Winthrop Publications, Inc., 1973).

Answer questions 1-3 based on the following excerpt from Federalist *70, written by Alexander Hamilton.*

> Energy in the executive is a leading character in the definition of good government. It is essential to the protection of the community against foreign attacks; it is not less essential to the steady administration of the laws; . . . [or] to the security of liberty against the enterprises and assaults of ambition, of faction, and of anarchy. . . .
>
> That unity is conducive to energy will not be disputed. Decision, activity, secrecy, and dispatch will generally characterize the proceedings of one man in a much more eminent degree than the proceedings of any greater number. . . .
>
> This unity may be destroyed in two ways: either by vesting the power in two or more magistrates of equal dignity and authority, or by vesting it ostensibly in one man, subject . . . to the control and cooperation of others. . . .
>
> It is far more safe there should be a single object for the jealousy and watchfulness of the people; and, in a word, that all multiplication of the executive is rather dangerous than friendly to liberty.

1. Hamilton believed that a single executive would:
   a. act more quickly and decisively than an executive council.
   b. be likely to favor one political party over another.
   c. not be accountable to the people.
   d. sacrifice the liberty of the nation to his own ambitions.

2. Hamilton probably favored which of the following models for a chief executive proposed by delegates to the Constitutional Convention?
   a. an executive council of three people, each representing different regions of the country
   b. a single president chosen by Congress and dependent on that body for its authority
   c. a single president chosen by and accountable to the people through their representatives
   d. a single president dependent on a group of nonelected advisors for approval of all decisions and acts

3. Which of the following documents most likely provided a model for Hamilton's concept of a chief executive?
   a. the Articles of Confederation
   b. the constitutions of New York and Massachusetts, which instituted independent executives who governed with the support of the legislatures
   c. the constitutions of North Carolina and Rhode Island, which permitted the legislatures to rule unchecked
   d. the New Jersey Plan, which allowed for a plural executive that would be elected by Congress

4. The U.S. Constitution grants the executive branch the following powers. Identify whether each of the following is an **expressed power** or an **implied power**:

   A. to decide on matters regarding the development, manufacture, use, and storage of atomic bombs

   B. to develop national economic policies

   C. to make treaties with the advice and consent of the Senate

   D. to serve as commander-in-chief of the armed forces

5. *Hypothetical situation*: An American military base abroad is attacked by military forces of the host nation. Which of the following actions could the president take within the limits of his or her powers as commander-in-chief? (*More than one answer may be correct.*)

   a. declare a state of war against the host nation until the attackers are defeated
   b. order military forces into combat against the attackers
   c. raise and support armies in case the action rapidly escalates
   d. withdraw diplomatic recognition of that nation

6. President Reagan called upon Congress to propose a constitutional amendment that would give the chief executive the power to exercise an item veto over legislation. How would this amendment expand the president's role as chief legislator?

7. The president has the power to appoint people to a number of government positions. The Senate must approve many of these appointments. Determine whether each of the following appointments is subject to approval by the Senate:

   A. Ambassador to the United Nations

   B. Director of the Federal Bureau of Investigation (FBI)

   C. Director of the Office of Management and Budget (OMB)

   D. National Security Advisor

Public Law 93-148
93rd Congress, H. J. Res. 542
November 7, 1973

Joint Resolution

Concerning the war powers of Congress and the President.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

War Powers Resolution.

SHORT TITLE

SECTION 1. This joint resolution may be cited as the "War Powers Resolution".

PURPOSE AND POLICY

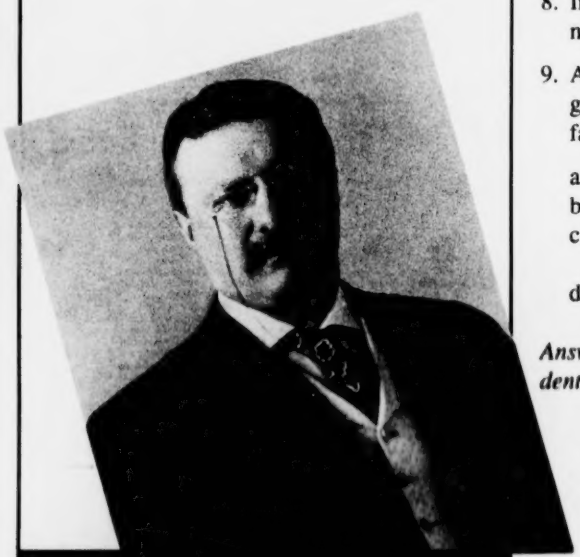
SEC. 2. (a) It is the purpose of this joint resolution to fulfill the intent of the framers of the Constitution of the United States and insure that the collective judgment of both the Congress and the President will apply to the introduction of United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, and to the continued use of such forces in hostilities or in such situations.

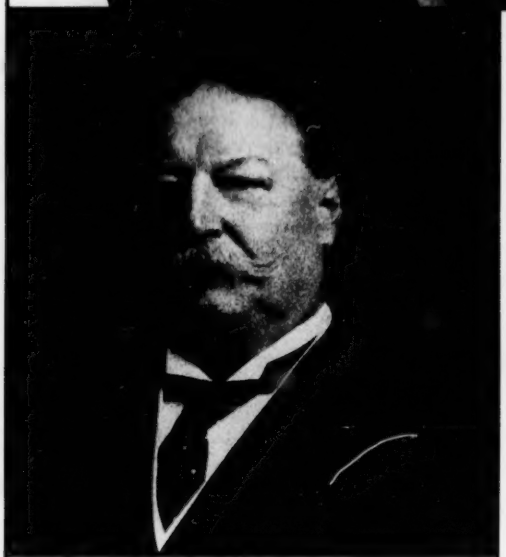
(b) Under article I, section 8, of the Constitution, it is specifically provided that the Congress shall have the power to make all laws necessary and proper for carrying into execution, not only its own powers but also all other powers vested by the Constitution in the Government of the United States, or in any department or officer thereof.

(c) The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only pursuant to (1) a declaration of war, (2) specific statutory authorization, or (3) a national emergency created by attack upon the United States, its territories or possessions, or its armed forces.

The War Powers Resolution, passed by Congress in 1973 over President Nixon's veto, stipulates that the president must notify Congress within forty-eight hours of introducing troops into combat. The act also requires the president to remove troops from combat after sixty days unless Congress formally declares war or authorizes a longer commitment of American forces.

When President Ford, left, met Soviet leader Leonid Brezhnev in Vladivostok in 1974 to discuss the provisions for the second Strategic Arms Limitation Treaty, he became the third U.S. president to visit the Soviet Union while in office. Ford's visit was preceded by Franklin Delano Roosevelt in 1945 and Richard Nixon in 1972.





Theodore Roosevelt, above, served as president from 1901 to 1909. William Howard Taft succeeded Roosevelt and served until 1913.

8. In 1978, President Carter issued an executive order that created seventeen new national monuments in Alaska. What is an executive order?

9. According to many political observers, the power of the president has grown rapidly during the twentieth century. Which of the following factors has contributed the most to this growth?

   a. the creation of seven new cabinet departments
   b. the forceful personalities of twentieth-century presidents
   c. long periods of national emergency due to global conflict and economic depression
   d. the passage of the Twenty-second Amendment

Answer questions 10-12 based on the following passages written by Presidents Theodore Roosevelt and William Howard Taft.

> My belief was that it was not only his right but his duty to do anything that the needs of the Nation demanded unless such action was forbidden by the Constitution or by the laws. Under this interpretation of executive power I did and caused to be done many things not previously done by the President and the heads of departments. I did not usurp power but I did greatly broaden the use of executive power. (Theodore Roosevelt)

> (The president). . . can exercise no power which cannot be reasonable and fairly traced to some specific grant of power or justly implied or included within such express grant as necessary and proper to its exercise. Such specific grant must either be in the Constitution or in an act of Congress passed pursuance thereof. There is no undefined residuum of power which he can exercise because it seems to him to be in the public interest. (William Howard Taft)

10. Which of the above presidents would be labeled a **strict constructionist**? Which would be a **loose constructionist**?

11. Determine whether each of the following presidents would agree more strongly with the opinion given by Taft or by Roosevelt.

    A. James Buchanan

    B. Calvin Coolidge

    C. Andrew Jackson

    D. Abraham Lincoln

12. Would Roosevelt or Taft be more likely to agree that the president should act as the "steward of the people" in any situation, even if he failed to find "some specific authorization to do it"?

13. Richard Nixon resigned from the presidency in August 1974 after the House Judiciary Committee voted three articles of impeachment against him. Identify these three articles.

14. In the wake of Richard Nixon's abuse of presidential powers during the Watergate scandal, Congress did all of the following *except*:

    a. create the Senate Governmental Affairs and the House Government Operations committees
    b. place greater restrictions on executive branch investigative agencies, such as the Central Intelligence Agency (CIA) and FBI
    c. set ceilings on campaign contributions and expenditures for congressional and presidential campaigns
    d. strengthen the Freedom of Information Act, permitting public access to most documents

15. In response to President Franklin D. Roosevelt's election to four terms in office, Republican congressmen introduced the Twenty-second Amendment, which was ratified by the states in 1951. Why does this amendment result in a **lame duck** presidency?

Answer question 16 based on the following comment by former Secretary of State Cyrus Vance.

> In the last eighteen months of the Carter administration, we lost a great deal of the boldness and drive we originally had to achieve the objectives that we had all agreed on at the outset of the administration. I am convinced that our handling of affairs in the Middle East, with regard to SALT II in 1979, and the situations that arose in the Caribbean would have been different had we not been in an electoral period.
>
> (Reprinted from *Perspectives: Readings on Contemporary American Government*, Arlington, Virginia: Close Up Foundation, 1987.)

16. Vance's comments probably were made in support of:

    a. the Fair Election Campaign Act of 1972.
    b. a proposal to establish a one-time, six-year presidential term.
    c. a proposal to recall a president who had lost the capacity to lead without having committed an impeachable offense.
    d. the repeal of the Twenty-second Amendment.

17. Can the president take each of the following actions? Why or why not?

    A. dismiss the vice president from the cabinet

    B. dismiss the vice president from office

    C. remove all the powers and duties of the vice president

18. Under the Presidential Succession Act of 1946, it is possible for the speaker of the House, president *pro tem* of the Senate, and cabinet officers to become president. What constitutional provision makes it unlikely for these officials to succeed to the presidency?

19. Who served as both vice president and president without being elected to either office?

Presidents share the responsibility of making treaties with the Senate. In this picture, President Jimmy Carter and Soviet leader Leonid Brezhnev sign the second Strategic Arms Limitation Treaty, a treaty the Senate refused to ratify after the Soviet Union invaded Afghanistan.

20. Which of the following duties was granted to the vice president by the Constitution? (*More than one answer may be correct.*)

    a. to succeed a president who dies, resigns, or who is removed from office
    b. to preside over the Senate
    c. to serve on the president's cabinet
    d. to act as the president's chief foreign emissary

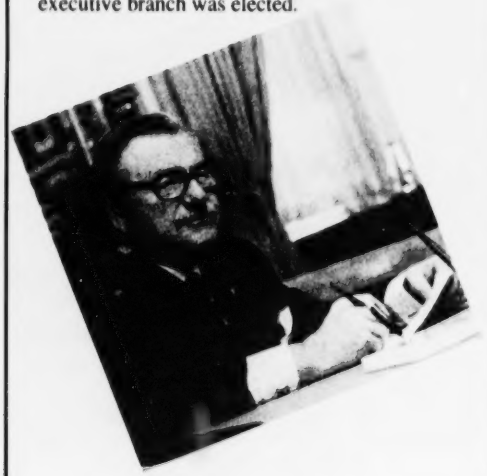
Presidential Line of Succession*

Vice President
Speaker of the House
Senate President *Pro Tempore*
Secretary of State
Secretary of the Treasury
Secretary of Defense
Attorney General
Secretary of the Interior
Secretary of Agriculture
Secretary of Commerce
Secretary of Labor
Secretary of Health and Human Services
Secretary of Housing and Urban Development
Secretary of Transportation
Secretary of Energy
Secretary of Education

*as determined by the Presidential Succession Act of 1947

Source: Marcel Lewinski et al., *Consent of the Governed: A Study of American Government* (Glenview, Ill.: Scott, Foresman, 1987).

Nelson Rockefeller, a former New York governor, was appointed to the vice-presidency by President Gerald Ford. For the first time in U.S. history, neither of the top officials of the executive branch was elected.



Answer questions 21-22 based on the following excerpt from a newspaper opinion column written by Norman Sherman, press secretary to former Vice President Hubert Humphrey.

> The job of vice president prepares you to be president only in the sense that you are there in case the president dies. The rest is robotics.
>
> It is a job of no consequence, of few real and many quite forgettable accomplishments and, more's the pity, of self-delusion that you are an irreplaceable player in important acts of state. . . .
>
> The delusion continues with the national security briefings. You pretend they are just like the president's when they are really the same edited briefing material that a couple of dozen other anonymous folks at the State Department get. . . .
>
> Vice presidents frequently are sent to funerals of heads of state to represent our country. Their visits with living heads of state are only marginally more productive. Yet, vice presidents all brag about what those visits mean. . . .
>
> The fact is that no vice president does more than operate within the constraints set down by the president or more probably by the secretary of state. . . .
>
> A vice president goes as a messenger wherever he goes, trappings of derivative power substituting for the real thing. The secretaries of state and defense have more authority on foreign affairs and defense policy. And on domestic issues, each Cabinet officer, no matter how lowly or mediocre, has more authority in his or her field than the vice president.
>
> (Reprinted with permission of the *Washington Post*)

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21. This excerpt suggests that vice presidents:

    a. are more powerful than secretaries of state.
    b. have no significant duties or responsibilities.
    c. should not be members of the cabinet.
    d. should not run for the presidency.

22. Based on the comments below, which of the following vice presidents would *disagree* most strongly with the view expressed in this excerpt?

    a. "The vice president, I have learned, is the least important post in our government. I have not the smallest degree of power to do any good in either the executive, legislative, or judicial departments. I am only a . . . mechanical tool that winds up the clock." (John Adams)
    b. The vice presidency is an "honorable and easy, . . . tranquil and unoffending" office. (Thomas Jefferson)
    c. "A woman had two sons. One of them went away to sea and the other one became vice president, and neither of them was ever heard from again." (Alben Barkley)
    d. The role of the vice president is to bring to the president "advice on broad issues, strategies, and political problems." (Walter Mondale)

The executive branch of the federal government has three divisions: the Executive Office of the President, the departments and their agencies, and the independent agencies and corporations.

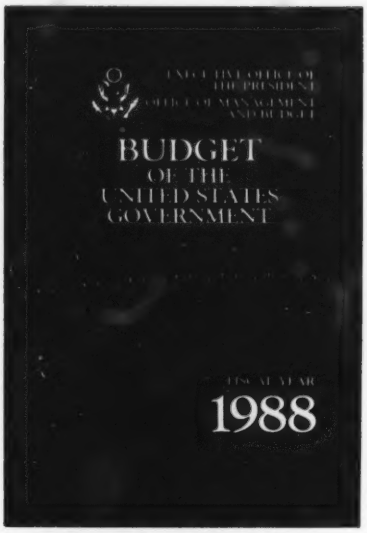
The Executive Branch of the Federal Government

President		
Vice President		
Selected Independent Agencies and Corporations	**Executive Office of the President**	**Departments and Agencies**
Commission on Civil Rights National Labor Relations Board National Aeronautics and Space Administration Environmental Protection Agency Federal Election Commission Federal Trade Commission Interstate Commerce Commission Federal Communications Commission Nuclear Regulatory Commission National Railroad Passenger Corporation U.S. Postal Service Federal Deposit Insurance Corporation Tennessee Valley Authority Securities and Exchange Commission Consumer Product Safety Commission Export-Import Bank of the United States Commodity Credit Corporation Farm Credit Administration Small Business Administration Federal Reserve System	White House Office Office of Management and Budget Council of Economic Advisors National Security Council Council on Environmental Quality Office of Administration Office of Policy Development Office of Science and Technology Policy Office of the U.S. Trade Representative	Department of State Department of Treasury Department of Defense Department of Interior Department of Justice Department of Agriculture Department of Commerce Department of Labor Department of Health and Human Services Department of Education Department of Housing and Urban Development Department of Transportation Department of Energy Department of Veterans Affairs

23. The Executive Office of the President (EOP) was not established by the Constitution. Who set up this group of advisors and administrators and under what circumstances?

24. The EOP is responsible for all of the following activities *except*:

    a. preparing and implementing the budget
    b. preparing most presidential speeches
    c. providing foreign policy information to the president
    d. representing the government in legal matters



The Office of Management and Budget helps the president prepare the annual budget that is recommended to Congress. The OMB also monitors the spending of budget funds by executive branch agencies.

President Reagan and his cabinet are pictured above in one of their regular meetings. George Washington established the cabinet as a presidential advisory board. Traditionally, the secretaries of the executive departments sit on the cabinet, but recent presidents have also included the vice president and key advisors as cabinet members.

25. Identify each of the following agencies within the EOP:

    A. This agency advises the president on issues of national security both at home and abroad.

    B. This agency advises the president on such matters as inflation rates, gross national product, interest rates, and the strength of the U.S. dollar on the international market.

    C. This agency informs the president about scientific, technological, and engineering innovations.

    D. This agency manages the president's time and appointments, directs the flow of information from the executive office to the media, and advises the president on certain policy decisions.

    E. This agency provides support services to most agencies in the Executive Office of the President.

26. Political commentator Jim Fain has criticized the lack of a permanent core of nonpartisan staff in the White House to serve the president and his advisors. Fain writes: "The modern White House, staffed by ambitious people who serve at the president's whim, is the ultimate bunker against reality. None craves to be the messenger beheaded for bringing bad news."

    What does Fain's criticism suggest?

    a. The duties of White House staff overlap with those of the president's cabinet.
    b. White House staff are excessively loyal to the president.
    c. White House staff control the president.
    d. White House staff deprive the president of impartial and objective advice.

27. The Department of Treasury, created by Congress in 1789, was one of the first three executive departments. Name the agency within this department that:

    A. collects corporate and individual income tax.

    B. collects tariffs on imported goods and works to prevent smuggling.

    C. produces coins.

    D. ensures that U.S. currency is not counterfeited.

28. The agencies within the departments of Health and Human Services, Education, and Justice promote the general welfare of the nation. Name the agency that would:

    A. allocate federal funds to help public school districts establish educational programs for students whose first language is not English.

    B. bring suit in a federal court if it has evidence that a merger of companies may block competition.

    C. conduct programs to prevent and control contagious diseases.

    D. ensure that immigrants applying for naturalization meet all the requirements for citizenship set by Congress.

    E. provide financial assistance to children deprived of parental care or support.

29. A number of agencies within the departments of Justice, Treasury, and Transportation are responsible for the enforcement of federal laws. Match the following agencies with their law-enforcement functions:

A. This agency in the Department of Transportation enforces federal laws and treaties on the high seas and waters within the jurisdiction of the United States.

B. This agency in the Department of Justice enforces federal drug laws and monitors the legitimate drug industry.

C. This agency in the Department of Justice investigates and reports on possible violations of federal law.

D. This agency in the Department of the Treasury protects the president, vice president, presidential candidates, and their families.

a. Drug Enforcement Agency

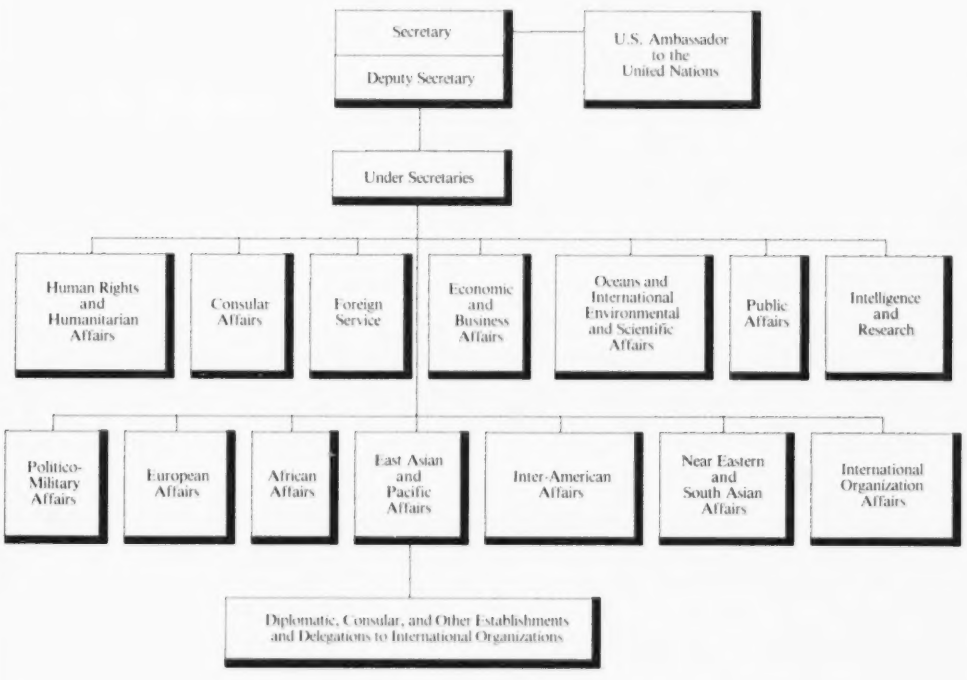
b. Federal Bureau of Investigation

c. U.S. Coast Guard

d. U.S. Secret Service

Answer question 30 based on the information in the chart, "Department of State."

Department of State



The Bureau of Engraving and Printing is the agency within the Department of the Treasury that is responsible for printing U.S. currency. The agency also prints postage stamps, food stamps, and savings bonds.

The Department of the Interior administers the National Park Service, including California's Fort Point National Historical Site, pictured here.

30. After a 1986 revolution in the Philippines deposed President Ferdinand Marcos and brought Corazon Aquino to power, the United States had to re-evaluate its foreign policy toward this ally. Using the chart, identify which Department of State bureau would have been responsible for analyzing and reporting on:

    A. American business interests in the Philippines.

    B. human rights violation by either leader.

    C. implications that the change of Philippine government holds for other nations in the region.

    D. the Philippine economy.

    E. reports of a communist plot to assassinate Aquino.

    F. the status of American citizens living in the Philippines.

31. The departments of Commerce, Labor, Transportation, and Housing and Urban Development provide public services that benefit the nation's business, industry, labor, and consumers. Name the agencies within these departments that would:

    A. administer programs of federal aid for highway construction and improvement and conduct programs to increase the safety of public highways.

    B. collect data relating to national population, business, industry, agriculture, crime, housing, government, and transportation for use by officials within the government and the private sector.

    C. develop programs to restore declining urban areas and administer programs to protect home buyers and renters.

    D. inspect worksites and ensure that safety and health standards in business and industry are maintained.

    E. report the weather, provide public forecasts, and investigate the earth's oceanic and atmospheric conditions.

32. Name three executive departments that are concerned with the management of natural resources.

33. Which of the following is *not* a function of a Department of Agriculture agency?

    a. improving the nation's fish and wildlife resources
    b. providing electricity and telephone service to rural areas of the country
    c. providing food stamps for low-income people
    d. supporting the prices of agriculture commodities

34. Name the executive department that administers both the National Park Service and the Bureau of Indian Affairs.

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35. The Department of Defense is structured to ensure that the military will always be subject to civilian control yet will also be able to provide military strategy and direction. Identify the following officers in the Department of Defense:

    A. This officer is a civilian who has not been on active military duty for at least ten years. He or she is responsible for carrying out the president's defense policy and for coordinating it with other government agencies.

    B. These civilian officers direct each of the three military departments within the Department of Defense. They are appointed by the president with the Senate's approval.

    C. These officers, who are the principal military advisors to the president, are also the highest ranking officials in each of the four branches of the nation's armed forces. They prepare strategic military plans and coordinate the operations of the armed forces.

Answer questions 36-38 based on the following excerpt from President Ronald Reagan's First Inaugural Address.

> In this present crisis, government is not the solution to our problems. Government is the problem. . . .
>
> So as we begin, let us take inventory. We are a nation that has a government—not the other way around. And this makes us special among the nations of the Earth. Our government has no special power except that granted it by the people. It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed. . . .
>
> Now so there will be no misunderstanding, it is not my intention to do away with government. It is rather to make it work—work with us, not over us; to stand by our side, not ride on our back. Government can and must provide opportunity, not smother it; foster productivity, not stifle it. . . .

36. When he was inaugurated, President Reagan believed that the nation's economic ills could be solved by:

    a. increasing the role of states in implementing social legislation.
    b. increasing the role of the executive branch in federal lawmaking.
    c. reducing the federal deficit.
    d. reforming the federal bureaucracy.

37. Which of the following pieces of legislation had the same goal as Reagan does in this excerpt? (*More than one answer may be correct.*)

    a. Pendleton Act of 1883
    b. Webb-Pomerene Act of 1918
    c. Civil Service Reform Act of 1978
    d. Budget Control Act of 1985

Robert Weaver became the first black cabinet officer when President Lyndon B. Johnson appointed him to head the newly created Department of Housing and Urban Development in 1965.

The Nuclear Regulatory Commission, an independent agency, issues licenses required to own and use nuclear material and to build and operate nuclear reactors, such as Oregon's Trojan Power Plant, pictured here.

38. Which of the following facts does not support Reagan's attempt to "reverse the growth of government"?

    a. The executive branch has offices in over 470,000 buildings around the world.
    b. The federal budget increased from about $1 million in 1789 to more than $1 trillion in 1988.
    c. The number of employees in the federal bureaucracy has increased by nearly five times since 1931.
    d. State and local governments employ four times as many bureaucrats as the federal government.

39. How do executive agencies enable the executive branch to take part in the legislative process?

40. The federal bureaucracy includes more than two hundred independent agencies that are not located within any of the thirteen cabinet departments. These agencies fall into three categories: (a) independent executive agencies, (b) regulatory commissions, and (c) government corporations. Identify the type of agency described in each of the paragraphs below:

    A. The First Bank of the United States was the first of these agencies, which are set up to carry out commercial or businesslike activities. A presidentially appointed board of directors runs these agencies, and a general manager directs their operations. Most produce income that is then reinvested in the agency.

    B. Most of the independent agencies fall into this category. In their function and organization they resemble small cabinet departments, but their policymaking and administrative responsibilities are much narrower. The Commission on Civil Rights, for example, only evaluates instances of discrimination within federal laws and programs.

    C. These agencies regulate important aspects of the nation's economy. They make rules and regulations that have the force of law, hold hearings, settle disputes, and issue operating licenses. The National Labor Relations Board, for example, investigates and rules on charges of discrimination by employers and by labor unions. They are beyond the direct control of the White House, although members are appointed by the president with the Senate's consent.

41. Congress, which is responsible for the establishment of the independent agencies, intended to keep the regulatory commissions free from the control of the executive branch. Name three measures that Congress enacted to prevent a president from packing a commission with members who share his or her views.

42. Name the independent executive agency that:

    A. coordinates federal environmental programs to fight air and water pollution.

    B. develops and tests flight vehicles, and explores the capabilities of flight inside and outside the earth's atmosphere.

    C. sets policy regarding the Federal Election Campaign Act and seeks compliance with that act.

43. Name the regulatory commission that:

    A. enforces antitrust laws and protects businesses and consumers from unfair competition and deceptive business practices.

    B. issues licenses to build and operate nuclear reactors and to own and use nuclear materials.

    C. regulates interstate and foreign communications by radio, television, wire, and cable.

    D. sets rates and routes for interstate railroads, truck and bus lines.

44. Name the government corporation that:

    A. directs the conservation and use of natural resources in the seven-state region through which the Tennessee River and its tributaries run.

    B. insures individual bank deposits up to $100,000 if a member bank fails.

    C. provides mail processing and delivery services to individuals and businesses.

    D. runs all of the nation's inter-city passenger trains.

45. The responsibilities of independent agencies and cabinet departments often overlap. Name three independent agencies or cabinet departments that could be involved in implementing a program to increase the sale of American farm products abroad and identify the part of the program they would administer.

46. A claim can be made that Keynesian economics characterizes the United States economy today. The functions of which of the following government agencies best support this claim?

    a. Consumer Product Safety Commission
    b. Department of Health and Human Services
    c. National Labor Relations Board
    d. Securities and Exchange Commission

47. Match each of the following agencies and departments with the role it plays in regulating the national economy:

    A. makes loans to buy offices or manufacturing plant machinery, supplies, and materials

    B. makes loans to buy land, machinery, fertilizer, and seed

    C. produces currency, manages the public debt, and collects federal income tax

    D. regulates the amount of money in circulation, invests government money, and manages the U.S. gold supply

    a. Department of the Treasury

    b. Farm Credit Administration

    c. Federal Reserve Board

    d. Small Business Administration

In coordinating the export of grain to foreign countries, the responsibilities of independent agencies and cabinet departments often overlap.

48. Name four department or EOP agencies that could be involved in the detection and apprehension of a drug smuggler.

49. In 1987, congressional select committees investigated the covert sale of arms to Iran and the diversion of some of those profits to the rebels fighting Nicaragua's Sandinista government. A key issue in these proceedings was the process of determining national foreign policy. Name three departments or EOP agencies that are involved in determining foreign policy.

50. Although presidents rely on the advice of individual cabinet members, some political analysts claim that the cabinet itself is a relatively weak political institution. In making policy decisions, they say, presidents tend to consult advisors in the EOP more frequently than cabinet members. Which of the following statements does *not* explain this trend?

    a. Cabinet members tend to advocate the views of their departments, which are not always the same as a president's political philosophies.
    b. Cabinet members sometimes are appointed as political favors, not because they are closely in tune with the president's political philosophies.
    c. A president can appoint close friends and colleagues whom he trusts to EOP offices without fear of congressional disapproval.
    d. Cabinet department staffs are composed largely of civil servants who gain their positions on the basis of merit rather than political connections.

President John F. Kennedy was the youngest person elected to the presidency and the first Catholic to serve in that position.

Answer questions 51-52 based on the following excerpt written by political analyst Richard E. Neustadt.

> . . . Americans instinctively resist the view that power in this sphere [of executive relations] resembles power in all others. Even Washington reporters, White House aides, and congressmen are not immune to the illusion that administrative agencies comprise a single structure, "the" Executive Branch, where presidential word is law or ought to be. . . . [W]hen a president seeks something from executive officials his persuasiveness is subject to the same sorts of limitations as in the case of congressmen, or governors, or national committeemen, or private citizens, or foreign governments. . . .
>
> Like our governmental structure as a whole, the executive establishment consists of separated institutions sharing powers. . . . Everything somehow involves the President. But operating agencies owe their existence least of all to one another and only in some part to him. Each has a separate statutory base; each deals with a different set of subcommittees at the Capitol. Each has its own set of clients, friends, and enemies outside the formal government. Each has a different set of specialized careerists inside its own bailiwick.
>
> (Reprinted with permission of Macmillan Publishing Company from *Presidential Power* by Richard Neustadt. (New York: Macmillan Publishing Company, 1980)

51. Neustadt suggests that:

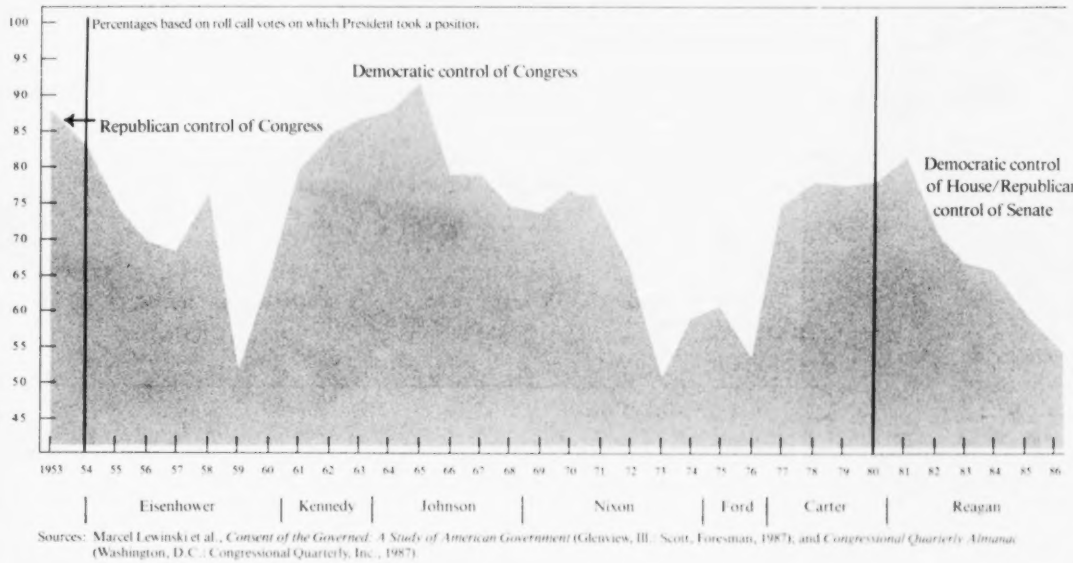
    a. Congress exerts undue influence on executive branch agencies.
    b. the executive branch is subject to the imperial control of the president.
    c. the most powerful executive agencies are largely independent of the president.
    d. the president often must use his influence and persuasiveness to implement his policy within the executive branch.

52. Neustadt claims that executive departments and agencies are responsible to all of the following groups *except*:

    a. Congress
    b. the federal bureaucracy
    c. special interest groups
    d. state and local governments

Answer questions 53-54 based on the information in the graph, "Presidential Success on Votes in Congress, 1953-1986."

Presidential Success on Votes in Congress, 1953–1986



Sources: Marcel Lewinski et al., *Consent of the Governed: A Study of American Government* (Glenview, Ill.: Scott, Foresman, 1987), and *Congressional Quarterly Almanac* (Washington, D.C.: Congressional Quarterly, Inc., 1987).

53. Which of the following is a correct statement about the influence of the executive branch in determining the outcome of legislation?

    a. Democratic presidents tend to have more of an adversarial relationship with Congress than Republicans.
    b. National crises, like presidential assassinations, the Vietnam War, and the Watergate scandal, have little effect on presidential influence in Congress.
    c. Presidents have a greater success rate with Congress when their party controls at least one house of Congress.
    d. Two-term presidents generally have more influence in Congress.

54. *Historical claim*: The influence of most presidents in Congress generally declines toward the end of their administrations. The administration of which president, who completed his elected term, refutes this claim?

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In 1836, William Henry Harrison, one of several candidates from the newly created Whig party, unsuccessfully ran for president on this "True American" platform. Four years later, he gained the presidency after a campaign in which he was widely promoted by his nickname, Tippecanoe.

55. Presidential campaigns have produced both close and landslide election results. Identify each of the following individuals:

    A. the candidates who received the same number of electoral votes in a presidential election, forcing the House of Representatives to choose one as president and the other as vice president

    B. the Democratic and Republican presidential candidates who ran against each other in the election that produced the closest popular vote in this century

    C. the president who received the greatest number of electoral votes in a single election during this century

56. The length of presidential and vice-presidential terms in office occasionally is affected by death, national crises, or political scandals. Identify each of the following individuals:

    A. the first vice president to succeed to the presidency following a president's death

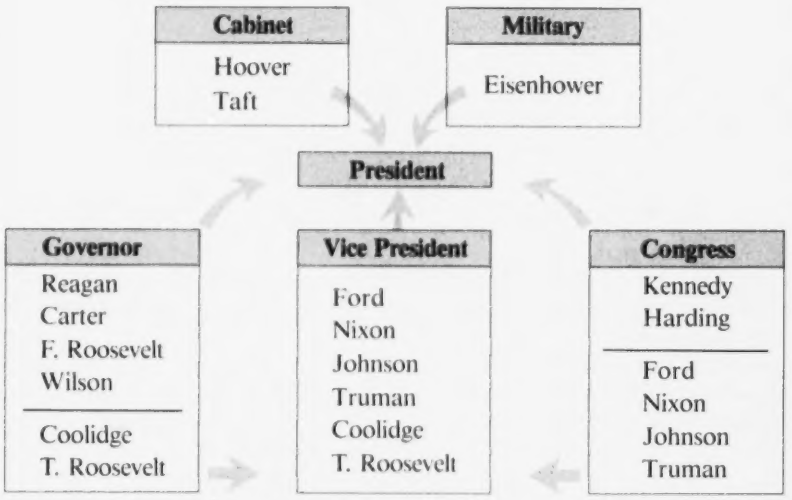
    B. the only vice president to resign under indictment

    C. the presidents who have served the longest and shortest terms in office

    D. the presidents who were not elected to that office

Answer questions 57-58 based on the chart, "Paths to the Presidency, 1900-1980."

Paths to the Presidency, 1900–1980



Source: Marcel Lewinski et al., *Consent of the Governed: A Study of American Government* (Glenview, Ill.: Scott, Foresman, 1987).

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57. This chart supports which of the following statements about the twentieth-century presidency?

    a. All presidents have had some previous political experience.
    b. Candidates with a military background are more successful than they were in the nineteenth century.
    c. Former U.S. senators do not have successful presidencies.
    d. In the two elections following the end of the Vietnam War and the Watergate scandal, American voters preferred presidential candidates with little experience in federal government.

58. During the twentieth century, the greatest number of presidents was elected from which of the following positions?

    a. a cabinet post
    b. Congress
    c. a state governorship
    d. the vice presidency

10. The Judicial Branch

When the framers of the Constitution divided the federal government into three branches, they gave the judicial branch the responsibility to interpret and apply the law and resolve specific disputes. They also designated the Supreme Court as the chief judicial body. However, the Constitution is not explicit about the power or function of the Supreme Court.

Some feared that the judicial branch was too weak and would soon be overpowered by the other two. Over time, however, the power of the Supreme Court has been refined and broadened to reflect its position as the nation's highest court. With the emergence of the concept of judicial review the Court served notice to the president and Congress that executive and legislative actions must be within the limits of the Constitution, and that the Court has the duty to say what the law is. The Supreme Court is also the highest court of appeal. The decision of the nine justices of the Court is final, and if they refuse to hear a case the plaintiff has no further recourse.

Supreme Court justices serve for life or until they retire, unless they are impeached and removed from office. When one steps down, the president appoints a replacement, usually selecting a jurist whose philosophies are similar to his or her own. The Senate must confirm this appointment.

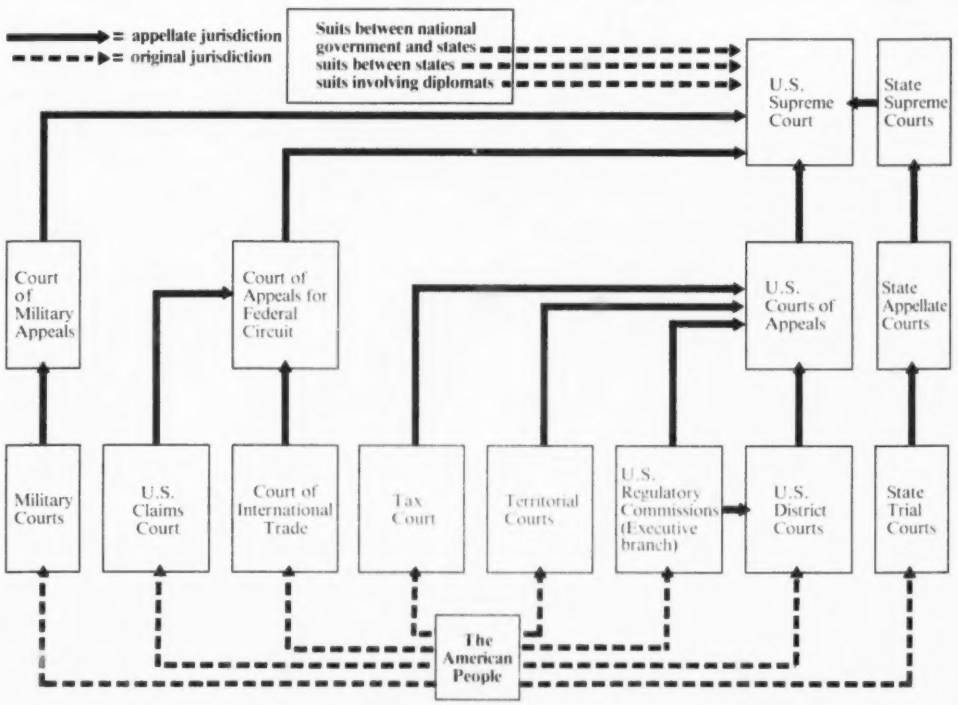
The U.S. legal code has its roots in European religious and civil law, especially English "common law"—law based on custom, tradition, and court decisions. This blend of common law traditions with hundreds of written statutes reflects our English legal heritage. The judicial system, from the lowest municipal courts to the Supreme Court, has the responsibility of applying and interpreting local, state, and federal laws. Most cases come to the Supreme Court on appeal from lower courts, and while hundreds of cases are appealed each year, the Court reviews only a few. In the remaining cases, the Court allows the decision of the lower court to stand.

The federal court system places great emphasis on individual rights, and many rulings interpret the constitutionality of laws. Such matters as privacy, illegal search and seizure, and freedom of expression are subject to ongoing review by the Supreme Court. The Court also reviews issues of states' rights and the relationship of states to the federal government.

1. Explain the basic difference between the jurisdictions of the federal court system and the state court systems.
2. Determine whether each of the following cases is likely to be heard by a federal court or a state court:
   A. A business in San Francisco files a $100,000 breach of contract suit against a Los Angeles firm.
   B. A group of concerned parents files suit against its state school system for using textbooks that allegedly violate the constitutional separation of church and state.
   C. A husband sues his former wife for custody of their children.
   D. A music publisher sues a recording studio for violating federal copyright laws by using music without paying a royalty for its use.

Answer question 3 based on the information in the chart, "The U.S. Court System."

The U.S. Court System



Source: Richard J. Hardy, *Government in America* (Boston: Houghton Mifflin Company, 1988).

3. Determine the court in which each of the following cases would be filed and the courts to which each case could be appealed:

   A. A branch of the armed services prosecutes an officer for selling strategic information to a foreign country.

   B. The owner of a clothing manufacturing firm files suit because he believes that the federal government has improperly imposed a tariff on textiles imported from Taiwan.

   C. A resident of Guam sues a real estate broker for breach of contract.

   D. A woman files suit because she believes that the Internal Revenue Service had wrongfully denied her a refund on her income tax.

4. The U.S. Supreme Court, the U.S. Courts of Appeals, and the district courts form the heart of the federal court system. Name the court that is most likely to:

   A. determine whether a law has been correctly applied by a regulatory agency like the Federal Trade Commission.

   B. form a grand jury to indict a kidnapping suspect.

   C. hear cases involving foreign ambassadors and other diplomats.

Participants in the 1987 perjury trial of former White House advisor Michael Deaver leave the U.S. Court of Appeals in Washington, D.C. Congress established the federal appellate court system in 1891 to relieve the U.S. Supreme Court of the burden of hearing cases appealed from district courts.

This map depicts the jurisdictions of the federal circuit and district courts.

5. What is the main difference between the function of the federal district courts and the U.S. Courts of Appeals?

6. Why do most federal judges have "good-behavior" tenure?

7. What is a **writ of *certiorari*** and why would the U.S. Supreme Court issue one?

John Jay, one of the three writers of the *Federalist* papers, was the nation's first chief justice of the Supreme Court. His most important decision, *Chisholm* v. *Georgia* (1793), which held that a state could be sued by a citizen of another state, led to the passage of the Eleventh Amendment.

Since the Constitution gave the executive branch the authority to implement laws, the Department of Justice, rather than a judicial branch agency, coordinates the prosecution and defense of lawsuits involving the United States.

8. The U.S. Supreme Court is asked to review more than 5,000 cases a year, but actually delivers an opinion in approximately 150 of them. Which of the following is a key factor in the court's decision to hear a case?

   a. the court's disapproval of a lower court's decision
   b. the request by a U.S. Court of Appeals to consider the case
   c. the request of the president to hear a case
   d. the significance of a case to society as a whole

9. Identify whether the U.S. Supreme Court would hear each of the following cases under its **original jurisdiction** or under its **appellate jurisdiction**:

   A. a claim by the defendant in a state criminal case that his or her constitutional rights were violated by arresting officers

   B. a dispute between two private parties over the meaning of a federal law and a federal agency's enforcement of it

   C. a dispute between two states

   D. a suit brought by a state against the national government

10. *Historical claim*: Once Supreme Court justices are appointed, their decisions usually support the ideology of the president who appointed them. Determine whether the record of each of the following justices supports or refutes this claim:

    A. Felix Frankfurter, appointed by President Franklin D. Roosevelt

    B. Oliver Wendell Holmes, appointed by President Theodore Roosevelt

    C. William H. Rehnquist, appointed by President Richard Nixon

    D. Earl Warren, appointed by President Dwight D. Eisenhower

11. Name the Supreme Court justices, including the Chief Justice, that Ronald Reagan appointed during his term of office.

12. Some political observers claim that the executive branch can implement its policy through the judicial branch. Which of the following statements about the Department of Justice does *not* support this claim?

    a. The attorney general gives legal advice to the president.
    b. The deputy attorney general advises the president in the appointment of federal judges.
    c. The solicitor general, a presidential appointee, decides which appeals will be taken to appellate courts on behalf of the federal government and how each of these cases will be argued.
    d. U.S. attorneys, who prosecute violations of federal law in the federal district courts, usually receive their posts as rewards for political service.

13. Name the type of law applied by the U.S. court system that originated in England and is based on customs and judicial precedent.

14. What term describes the written laws—such as congressional legislation and local ordinances—that also provide a foundation for the American legal system?

15. What provides the basis for federal constitutional law?

16. Identify whether each of the following hypothetical cases is a violation of **civil law** or **criminal law**:

    A. a case involving a man suspected of drunken driving

    B. a case involving a renter suing her landlord because of a leak in her roof

    C. a case involving a woman accused of stabbing her husband during an argument

    D. a case involving a worker who was injured on the job and is suing his company

17. Identify whether each of the following crimes is a **misdemeanor** or a **felony**:

    A. arson

    B. disturbing the peace

    C. first-degree murder

    D. kidnapping

    E. public intoxication

    F. petty theft

18. What are defendants seeking when they agree to plea-bargain their cases?

19. The following statements relate to the hypothetical case of Rhonda Roe, a suspect in the theft of a car. Use each of the terms below to complete these statements.

arraignment	jury
bail	prosecution
defendant	verdict

    A. Roe was released from jail pending her trial when the judge set _____ at $1,000.

    B. Roe was charged with grand theft and she pleaded not guilty at her _____.

    C. At the trial, Roe was the _____, or the person accused of breaking the law.

    D. The government was represented by the _____ at the trial.

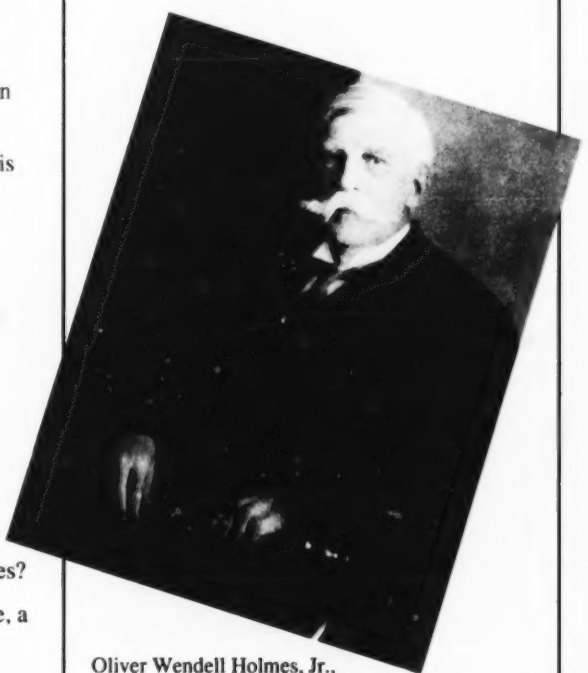
    E. The trial began after a _____ of twelve community members was chosen to hear the evidence.

    F. Roe was immediately released from custody after the jury agreed on a _____ of not guilty.

20. Name:

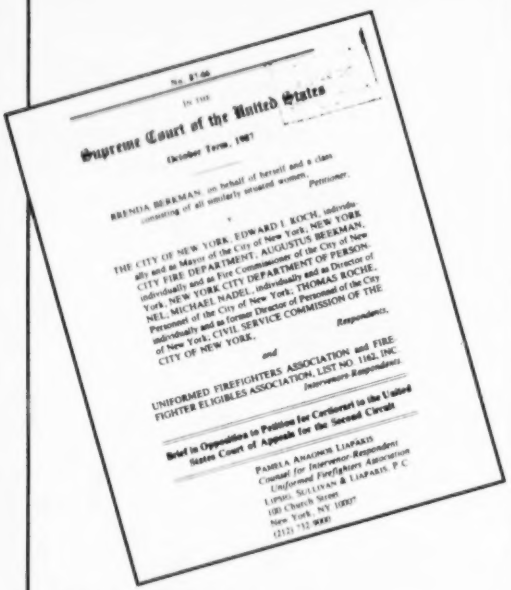
    A. the group of citizens that examines evidence against a person accused of a serious crime.

    B. the formal charge that this group hands down if the evidence supports the accusation made against the accused.



Oliver Wendell Holmes, Jr., appointed to the U.S. Supreme Court in 1902 by President Theodore Roosevelt, was his Court's most notable dissenter and the leader of its liberal wing.

Persons convicted of felonies are sentenced to either long prison terms (more than one year for all federal and most state felonies) or death. The typical punishment for misdemeanors is less severe, usually a fine, imprisonment for a year or less, or both.



Supreme Court of the United States

October Term, 1987

BRENDA BERKMAN, on behalf of herself and a class consisting of all similarly situated women, *Petitioner*,

v.

THE CITY OF NEW YORK, EDWARD I. KOCH, individually and as Mayor of the City of New York; NEW YORK CITY FIRE DEPARTMENT; AUGUSTUS BERKMAN, individually and as Fire Commissioner of the City of New York; NEW YORK CITY DEPARTMENT OF PERSONNEL; MICHAEL NADEL, individually and as Director of Personnel of the City of New York; THOMAS ROCHE, individually and as former Director of Personnel of the City of New York; CIVIL SERVICE COMMISSION OF THE CITY OF NEW YORK, *Respondents*,

and

UNIFORMED FIREFIGHTERS ASSOCIATION and FIRE FIGHTER ELIGIBLES ASSOCIATION, LIST NO. 1182, INC. *Intervenor-Respondents*

Brief in Opposition to Petition for Certiorari to the United States Court of Appeals for the Second Circuit

PAMELA ANAGNOS LIAPAKIS
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In this brief, a defense attorney cited five previously decided cases to support her opposition to a petition for a writ of certiorari before the U.S. Supreme Court.

Chief Justice William H. Rehnquist was appointed to the U.S. Supreme Court in 1971 by President Richard Nixon. The former assistant attorney general is considered by many to be one of the more conservative members of the current Court.

21. Which of the following Fifth Amendment privileges is a defendant or a witness in a criminal case seeking by "pleading the Fifth"?

    a. a grand jury indictment
    b. just compensation for property taken by the government
    c. protection from **double jeopardy**
    d. the right to be excused from testifying on matters that might be self-incriminating

22. Jurists use the term justiciable to indicate whether the facts of a case can be considered by a court of law. Which of the following is not a question a judge might ask in considering whether a case is justiciable?

    a. Does the **plaintiff** have **standing** in the matter?
    b. Does the suit involve an actual case or controversy?
    c. Is the issue of a legal, rather than political, nature?
    d. Is the **plaintiff** an adult?

23. A brief is a written argument submitted to a court that presents the facts of a case and the reasons that support the position taken by the person who submits the brief. Match the following descriptions of briefs with their formal names:

    A. a brief describing the medical, sociological, or other background factors in a case

    B. a brief filed by interest groups trying to influence the outcome of a case

    a. *amicus curiae* brief

    b. Brandeis brief

24. *Hypothetical case:* A national organization representing college students files suit in a federal court, claiming that testing services are violating a 1980 law against charging low-income students application fees. Because this case involves a large number of people in similar circumstances, it will probably be filed as a _____ .

25. Name the term that describes a court order requiring public officers or a lower court to perform a particular action.

Answer questions 26-30 based on the following excerpts, written by Supreme Court Chief Justice William H. Rehnquist and legal writer Charles Black.

> [Judges] are a small group of fortunately situated people with a roving commission to second-guess Congress, state legislators, and state and federal administrators concerning what is best for the country. . . .
>
> If there is going to be a council of revision, it ought to have at least some connection with popular feeling. . . .
>
> It should not be easy for any one individual or group of individuals to impose by law their value judgments upon fellow citizens who may disagree with those judgments. Indeed, it should not be easier just because the individual in question is a judge. (William H. Rehnquist)
>
> (Reprinted with the permission of William H. Rehnquist)

To the judicial process as to other processes in government, are committed the conservation and furtherance of democratic values. The judge's task is to identify those values in the constitutional plan, and to work them into the cases that reach him. Tact and wise restraint ought to temper any power, but courage and the acceptance of responsibility have their place too. . . .

Intellectual freedom, freedom from irrational discrimination, immunity from the unfair administration of law—these (and others similar) are constitutional interests which the Court can protect on ample doctrinal grounds. They often cannot win protection in rough-and-tumble politics. The Supreme Court is more and more finding that its highest institutional role is the guarding of such interests. (Charles Black)

(C.L. Black, Jr., *Perspectives in Constitutional Law*, revised edition, © 1970, pp. 4-5. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.)

26. Which of the following titles best describes the passage written by Rehnquist? Which best describes the passage by Black?

    a. "Constitutional Law and the Power of the Legislature"
    b. "**Judicial Activism** and the Protection of Individual Rights"
    c. "**Judicial Restraint** and the Ideals of Representative Democracy"
    d. "**Judicial Review** and the Supremacy of the Judicial Branch"

27. In his **dissenting opinion** in the 1905 Supreme Court case of *Lochner* v. *New York*, Justice John Marshall Harlan wrote, "A legislative enactment, Federal or state, is never to be disregarded or held invalid unless it is beyond question, plainly and palpably in excess of legislative powers." Which of the above excerpts more clearly resembles Harlan's argument?

28. According to Rehnquist, what change in the structure of the federal court system would legitimize judicial revision of legislation?

29. Black believes that justices should:

    a. abide by the strict word of the Constitution.
    b. cautiously reinterpret the Constitution according to the demands of modern social problems.
    c. restrain the role of the other branches of government in making social policy.
    d. use their own common sense to decide cases that the Constitution does not specifically address.

30. Determine whether each of the following statements more closely reflects the reasoning in Rehnquist's passage or in Black's passage:

    A. Justices should feel free to boldly apply the Constitution to social and political questions.

    B. The Supreme Court should not interfere with laws passed by large majorities.

    C. The Supreme Court should defer policy judgments to the executive and legislative branches.

    D. The Supreme Court should play an active role in shaping society along with the executive and legislative branches.

Thurgood Marshall, the first black member of the U.S. Supreme Court, was appointed in 1967 by President Lyndon B. Johnson. Before becoming a justice, Marshall headed the NAACP Legal Defense Fund. In this capacity, his most significant triumph came in *Brown* v. *Board of Education of Topeka, Kansas* (1954).

John Marshall, appointed Chief Justice of the U.S. Supreme Court by President John Adams, served in that position for thirty-four years. His major opinions, including *Marbury* v. *Madison*, *Fletcher* v. *Peck*, *McCulloch* v. *Maryland*, and *Gibbons* v. *Ogden*, established the power of the Court to shape the federal system.

Answer questions 31-34 based on the following excerpt from Federalist 78, *written by Alexander Hamilton.*

> No legislative act, therefore, contrary to the Constitution, can be valid. To deny this, would be to affirm, that the deputy is greater than his principal; that the servant is above his master; that the representatives of the people are superior to the people themselves. . . .
>
> It is far more rational to suppose, that the courts were designed to be an intermediate body between the people and the legislature, in order, among other things, to keep the latter within the limits assigned to their authority. The interpretation of the laws is the proper and peculiar province of the courts. A constitution is, in fact, and must be regarded by the judges, as a fundamental law. . . . The Constitution ought to be preferred to the statute, the intention of the people to the intention of their agents.

31. Hamilton's argument supports which of the following conclusions about judicial power?

    a. The Supreme Court cannot address **political questions**.
    b. Supreme Court decisions can be based on precedent.
    c. The Supreme Court has the power of judicial review.
    d. The Supreme Court must yield to Congress the power to establish lower courts.

32. Based on this excerpt, which branch of government did Hamilton fear would become dominant if his concept did not become accepted practice?

33. Name the 1803 case in which Chief Justice John Marshall instituted Hamilton's concept.

34. In which of the following cases did the Supreme Court act on the precedent set by Marshall?

    a. *Dred Scott* v. *Sandford* (1857)
    b. *Plessy* v. *Ferguson* (1896)
    c. *New York Times* v. *Sullivan* (1964)
    d. *Mapp* v. *Ohio* (1961)

35. In *McCulloch* v. *Maryland* (1819), the Supreme Court declared that the federal government has the right to exercise some powers even if these powers are not explicitly stated in the U.S. Constitution. What are these powers called?

36. What principle was established by the Supreme Court in the 1824 case *Gibbons* v. *Ogden*?

37. *United States* v. *Darby* (1941) upheld the constitutionality of what government action?

38. A twentieth-century president asked the Supreme Court to free him from the responsibility of producing evidence at a criminal trial, claiming that the doctrines of separation of powers and executive privilege placed him beyond the scope of the judicial process. Who was the president and what was the Court's decision?

39. A number of Supreme Court cases have helped shape the relationship between federal and state governments. Match the following cases with the principle established in each of them:

    A. The Court can use the power of judicial review to declare a state law unconstitutional.

    B. Secession from the United States is unconstitutional.

    C. A popular referendum authorized by a state constitution may not undo the state legislature's ratification of an amendment to the Constitution.

    a. *Fletcher* v. *Peck* (1810)

    b. *Hawke* v. *Smith* (1920)

    c. *Texas* v. *White* (1869)

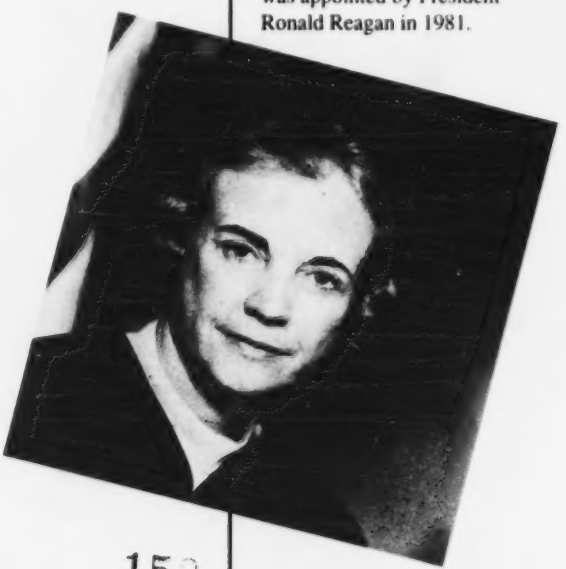
40. In 1959, a group of Tennessee citizens sued their secretary of state because Tennessee state legislative districts had not been reapportioned in more than fifty years and were grossly unequal in size. What was the court's decision in that case, *Baker* v. *Carr* (1962), and which clause of the Fourteenth Amendment provided the basis for the Court's ruling?

41. Name the 1964 case in which the Supreme Court extended its ruling in *Baker* v. *Carr* to hold that the apportionment of seats in both houses of state legislatures must be based on population—that is, "one man, one vote."

42. Name the 1970 case in which the Supreme Court held that state welfare clients would have the right to a hearing before their benefits could be terminated.

43. Which of the following was *not* decided by the Supreme Court in the group of cases known as the "Insular Cases" (1901-04)?

    a. Duties could not be levied upon goods imported from Puerto Rico without congressional authority.
    b. Procedural due process is automatically denied in such acquired lands.
    c. Puerto Rico was legally under the jurisdiction of the United States.
    d. The United States could legally acquire and hold territory without making it part of the United States.



Sandra Day O'Connor became the first woman to serve on the U.S. Supreme Court when she was appointed by President Ronald Reagan in 1981.

44. What important ruling regarding the Bill of Rights did the Supreme Court make in *Barron* v. *Baltimore* (1833)?

Due process of law was extended to the states by the Fourteenth Amendment. This chart lists key U.S. Supreme Court cases that have extended the provisions of the Bill of Rights to the states.

The Nationalization of The Bill of Rights

Year	Amendment	Provision Held to be within Meaning of the Fourteenth Amendment's Due Process Clause	Case
1925	First	Freedom of speech	*Gitlow* v. *New York*
1931	First	Freedom of press	*Near* v. *Minnesota*
1937	First	Freedom of assembly, petition	*DeJonge* v. *Oregon*
1940	First	Freedom of religion	*Cantwell* v. *Connecticut*
1947	First	Establishment clause	*Everson* v. *Board of Education*
1961	Fourth	Protection from unreasonable searches, seizures	*Mapp* v. *Ohio*
1962	Eighth	Prohibition of cruel and unusual punishment	*Robinson* v. *California*
1963	Sixth	Right to counsel in criminal cases	*Gideon* v. *Wainwright*
1964	Fifth	Protection from self-incrimination	*Mallory* v. *Hogan*
1965	Sixth	Right of confront witness	*Pointer* v. *Texas*
1967	Sixth	Right to a speedy trial	*Klopfer* v. *North Carolina*
1967	Sixth	Right of obtain witnesses	*Washington* v. *Texas*
1968	Sixth	Right to trial by jury in criminal cases	*Duncan* v. *Louisiana*
1969	Fifth	Prohibition of double jeopardy	*Benton* v. *Maryland*

Source: William A. McClenaghan, *Magruder's American Government* (Boston: Allyn and Bacon, Inc., 1983).

45. In the case *In re Gault* (1967), the Supreme Court ruled that what group of people was entitled to Fourteenth Amendment due process protection?

46. Match the following Supreme Court cases involving separation of church and state with the principle established in each of them:

A. Public school children can be released from classes to receive religious instruction in buildings that are not part of the public school.	a. *Everson* v. *Board of Education of Ewing Township, NJ.* (1947)
B. A short, nondenominational prayer cannot be made a part of a public school program.	b. *Engel* v. *Vitale* (1962)
C. A state can reimburse taxpayers for the cost of busing students to both public and parochial schools.	c. *Zorach* v. *Clauson* (1952)

The religious beliefs and practices of many groups, such as the Hare Krishna sect pictured above, have been protected by a number of U.S. Supreme Court decisions.

47. The U.S. Supreme Court has protected religious beliefs that sanction which two of the following practices?

a. going into public places to sell literature and solicit donations
b. polygamy
c. prohibiting the salute of the U.S. flag
d. prohibiting vaccinations

48. In *Yates* v. *United States* (1957), the Supreme Court overturned the convictions of fourteen persons for seditious activities outlawed by the Smith Act. What interpretation of the Smith Act formed the basis for this ruling?

49. *Hypothetical situation:* A principal suspends five students from high school for wearing yellow ribbons around their arms to protest the taking of American hostages in Iran.

    A. On the basis of which constitutional right would you defend the students' actions?

    B. What 1969 Supreme Court case would you use to support your claim that the students have this right, and what was the ruling in that case?

50. In July 1986, the Supreme Court ruled that a high school student's rights were not violated when school authorities suspended him for using vulgar and offensive language while making a school campaign speech. Name this case and give the Court's reasoning for not ruling in favor of the student's First Amendment right to freedom of speech.

51. How did the Supreme Court's decision in *Hazelwood School District* v. *Kuhlmeier* (1988) affect the constitutional rights of public high school students?

52. Match the following cases regarding freedom of the press with the principle established by the Supreme Court in each of them:

    A. Public officials acting in their official capacity can recover **libel** damages only if they can prove that the statement was made with the knowledge that it was false, or with a reckless disregard for the truth.

    B. The First Amendment grants the press the right to publish classified material without government restriction unless the government can prove that publication of the material would jeopardize national security.

    C. The press is protected from prior restraint, which is the suppression of written material before it is published.

    a. *Near* v. *Minnesota* (1931)

    b. *New York Times* v. *Sullivan* (1964)

    c. *New York Times* v. *United States* (1971)

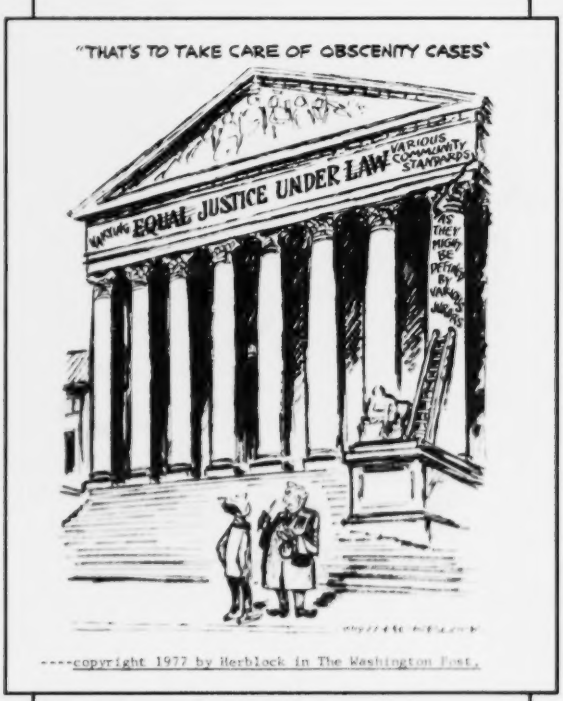
Answer questions 53-54 based on the cartoon at right.

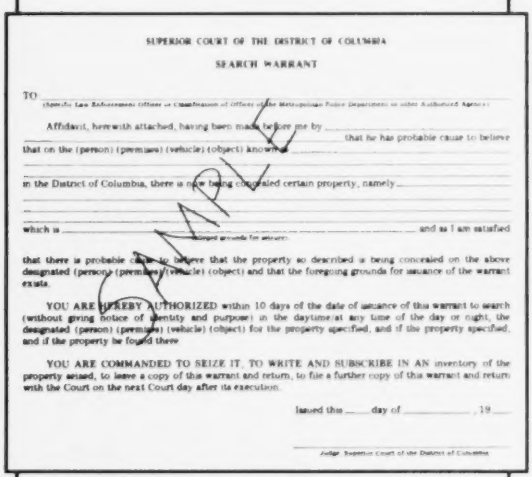
53. This cartoon suggests that the Supreme Court:

    a. believes that all obscene materials are protected by the freedom of the press provision of the First Amendment.
    b. has not ruled on what constitutes an obscene publication.
    c. leaves decisions in obscenity cases up to local prosecutors.
    d. allows local courts to apply contemporary community standards to determine whether material is obscene.

54. The Supreme Court first developed the position depicted in the cartoon in which of the following cases?

    a. *Gitlow* v. *New York* (1925)
    b. *Cantwell* v. *Connecticut* (1940)
    c. *Roth* v. *United States* (1957)
    d. *Branzburg* v. *Hayes* (1972)


"THAT'S TO TAKE CARE OF OBSCENITY CASES"
EQUAL JUSTICE UNDER LAW
VARIOUS COMMUNITY STANDARDS
AS THEY MIGHT BE DEFINED BY VARIOUS JURISTS
----copyright 1977 by Herblock in The Washington Post



SUPERIOR COURT OF THE DISTRICT OF COLUMBIA

SEARCH WARRANT

TO _____
(Specific Law Enforcement Officer or Classification of Officers of the Metropolitan Police Department or other Authorized Agency)

Affidavit, herewith attached, having been made before me by _____ that he has probable cause to believe that on the (person) (premises) (vehicle) (object) known as _____

in the District of Columbia, there is now being concealed certain property, namely _____

which is _____ and as I am satisfied
(Alleged grounds for seizure)

that there is probable cause to believe that the property so described is being concealed on the above designated (person) (premises) (vehicle) (object) and that the foregoing grounds for issuance of the warrant exists.

YOU ARE HEREBY AUTHORIZED within 10 days of the date of issuance of this warrant to search (without giving notice of identity and purpose) in the daytime or at any time of the day or night, the designated (person) (premises) (vehicle) (object) for the property specified, and if the property specified, and if the property be found there

YOU ARE COMMANDED TO SEIZE IT, TO WRITE AND SUBSCRIBE IN AN inventory of the property seized, to leave a copy of this warrant and return, to file a further copy of this warrant and return with the Court on the next Court day after its execution.

Issued this _____ day of _____, 19____

_____
Judge, Superior Court of the District of Columbia

Law enforcement officers seek court-issued search warrants to ensure that they act within the legal standards established by the Constitution and the Supreme Court regarding "search and seizure."

55. In *Roe* v. *Wade* (1973), the U.S. Supreme Court struck down state laws prohibiting abortions during the first trimester of pregnancy. The court based the decision on a right not specifically spelled out in the Constitution. What is this right?

    a. right to conscience
    b. right to privacy
    c. a natural right
    d. an unalienable right

56. The National Association for the Advancement of Colored People (NAACP) won the Supreme Court case *NAACP* v. *Alabama* in 1958. The Court upheld the NAACP's right to refuse to give the state of Alabama information that could lead to reprisals against NAACP members. What information did the NAACP refuse to give the state of Alabama?

57. In *Katz* v. *United States* (1967), the Supreme Court ruled, 7-1, that wire-tapping a public telephone is an invasion of the privacy of the person using the telephone. The Fourth Amendment protects citizens from such intrusions by the government, the Court said, unless investigating officers have obtained a search warrant. Determine whether each of the statements below is an excerpt from the:

    a. **majority opinion** in this case,
    b. **dissenting opinion**, or,
    c. one of the three **concurring opinions**.

    A. "If I could agree with the Court that eavesdropping carried on by electronic means (equivalent to wire-tapping) constitutes a 'search' or 'seizure,' I would be happy to join the court's opinion."

    B. "What a person knowingly exposes to the public even in his home or office, is not a subject of Fourth Amendment protection. . . . But what he seeks to preserve as private, even in an area accessible to the public, may be constitutionally protected."

    C. "In joining the Court's opinion, I note that there are circumstances in which it is reasonable to search without a warrant. . . . We should not require the warrant procedure . . . if the president . . . or the Attorney General have considered the requirements of national security and authorized electronic surveillance as reasonable."

58. In *Maryland* v. *Garrison* (1987), the Supreme Court decided that evidence seized improperly as a result of "honest mistakes" by police may be used at a trial.

    A. Name the criminal rights rule that this decision weakened.

    B. Name the case in which that rule was first applied to federal cases.

    C. Name the case in which that rule was first applied to state cases.

59. In *Gideon* v. *Wainwright* (1963), the Supreme Court held that defense counsel is a necessity, not a luxury, for a poor person facing criminal charges in a state court. What provisions of the Sixth and Fourteenth Amendments provided the basis for this ruling?

60. What was the Supreme Court's ruling in *Sheppard* v. *Maxwell* (1966), a case that weighed a defendant's constitutional right to a fair trial against the First Amendment right of freedom of the press?

61. The majority opinion in the 1976 case of *Gregg* v. *Georgia* held that the Eighth and Fourteenth Amendments to the U.S. Constitution do not prohibit:

    a. banishment from the United States
    b. capital punishment
    c. mandatory prison sentences with no chance for parole
    d. solitary confinement in prison

62. Using the time line of civil rights cases below, number the following rulings according to their chronological order.

    1896 *Plessy* v. *Ferguson*
    1938 *Missouri ex rel. Gaines* v. *Canada*
    1950 *Sweatt* v. *Painter*
    1954 *Brown* v. *Board of Education of Topeka, Kansas*
    1971 *Swann* v. *Charlotte-Mecklenburg Board of Education*
    1978 *Regents of the University of California* v. *Bakke*

    _____ Busing children to schools outside their neighborhood can be used as a means of achieving racial integration.

    _____ The doctrine of "separate, but equal" gives legal sanction to racial segregation in public schools, transportation, and meeting places.

    _____ The doctrine of "separate, but equal" has no place in public education because segregation may have a detrimental effect on children.

    _____ Intangible factors such as prestige and equal faculty can be used in determining whether separate facilities, such as racially segregated law schools, are equal.

    _____ Race can be used as one of several factors in making **affirmative action** decisions at universities and other public facilities, but a quota system cannot be established to ensure minority student enrollment.

    _____ A state must offer equal educational facilities to blacks and whites within the state and cannot fulfill this requirement by providing tuition grants for blacks to attend out-of-state colleges and universities.

63. In *Brown* v. *the Board of Education of Topeka, Kansas* (1954) and *Swann* v. *the Charlotte-Mecklenburg Board of Education* (1971), the Supreme Court ruled against what two types of segregation?

64. What did the Supreme Court rule in the civil rights case of *Shelley* v. *Kraemer* (1944)?

65. *Historical claim*: The Supreme Court regards equal rights for women as meaning that women should have no fewer, but also no more, rights than men. All of the following cases support this claim *except*:

    a. *Korematsu* v. *United States* (1944)
    b. *Phillips* v. *Martin Marietta* (1971)
    c. *Frontiero* v. *Richardson* (1973)
    d. *Gedulig* v. *Aiello* (1974)

The police officer above is reading a suspect his "Miranda rights." In *Miranda* v. *Arizona* (1966), the Supreme Court ruled that a person accused of a crime must be read his or her constitutional rights after being taken into custody. If this is not done, the Court said, any confession the accused makes will not be admissible as evidence.

Picketers in front of the Supreme Court building protest court-ordered busing as a means of integrating public schools.

II. The Electoral Process

Democracy has its roots in ancient Greece, where Athenian citizens were allowed to vote on the issues of the day. In fact, the word democracy is derived from the Greek language and means "rule of the people." In America, colonial democracy was primitive compared to its modern counterpart because few people were actually allowed to vote; nevertheless, it did allow some citizen participation.

Since colonial times, qualifications for voting have been relaxed. Originally, only white male property owners could vote. However, the Fifteenth Amendment, ratified in 1870, protected the voting rights of black men. And in 1920, the Nineteenth Amendment guaranteed the right of women nationwide to vote. Since the early 1960s, civil rights activists have successfully brought more and more citizens into the election process by eliminating poll taxes, literacy tests, and long-term residency requirements and by promoting voter registration drives.

Elections are not limited to the selection of local, state, and national officials. Voters may be asked to approve or disapprove major spending proposals or changes in the law. They also may decide initiative, referendum, or recall issues placed on the ballot by petition. The presidential election, however, draws the most interest from American voters.

After months of written discussion and verbal debate, numerous personal and television appearances by the candidates, and primary elections or caucuses in each state, each party finally selects one person to be its candidate for president in the general election. Then, on the first Tuesday in November, the voters go to the polls to decide who the president will be for the next four years. Under the terms of the Constitution, the president is chosen by a meeting of electors, called the Electoral College, who traditionally cast ballots that reflect the wishes of the majority of voters in their respective states. The newly elected or reelected president takes office on January 20, nearly a year after the first state caucus is held.

The Fifteenth Amendment, which was ratified in 1870, expanded suffrage to black males. The amendment states that "the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude." The Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments also have expanded suffrage.

In 1924, Congress passed legislation that granted citizenship to Native Americans who were not yet U.S. citizens. American citizenship also can be granted to groups of people under the terms of a treaty.

1. Which of the following statements accurately describes voting requirements at the time the Constitution was written?

   a. All white men were given the right to vote.
   b. The Constitution established national standards for age and citizenship for persons voting in national elections.
   c. The Constitution required persons to pass literacy tests in order to be granted the right to vote.
   d. Voting rights were dependent on religious affiliation and property ownership.

2. The framers of the Constitution left most suffrage decisions up to the states. In fact, only one restriction on state voting requirements was imposed by the Constitution prior to the passage of the Fifteenth Amendment. What was this requirement?

3. Indicate whether states could take each of the following actions under the terms of the Constitution. If the action would be unconstitutional, indicate which article or amendment it would violate.

   A. A state allows persons who are not U.S. citizens to vote.

   B. A state enacts a twenty-five-dollar fee for persons registering to vote.

   C. A state raises the voting age to twenty-one.

   D. A state restricts the right to vote to property owners only.

4. States generally have the authority to enact their own election laws, but in recent years the federal government has increasingly intervened to protect the voting rights of citizens. The Voting Rights Act of 1965 and its amendments of 1970 and 1975 required that the states take all of the following actions *except*:

   a. abolish literacy tests as a qualification for voting
   b. provide federal ballots printed in more than one language in states with a large non-English-speaking population
   c. register voters for federal elections

5. Supreme Court cases have extended and protected the right to vote. Match the following cases with the principles established in each of them:

A. placed a limit on the length of residency that states could require of those who wished to register to vote	a. *Smith* v. *Allwright* (1944)
B. prohibited the poll tax as a condition for voting in state or local elections	b. *Harper* v. *Virginia State Board of Elections* (1966)
C. prohibited the "white primary," which denied blacks the right to vote in primary elections	c. *Dunn* v. *Blumstein* (1972)

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6. Most states require that persons reside in the state for a specified period of time, typically thirty days, before being allowed to vote in state and local elections. Why do states enact residency requirements?

Answer questions 7-9 based on the information in the chart, "Voter Turnout in Presidential and Congressional Elections, 1932-84."

Voter Turnout in Presidential and Congressional Elections, 1932–84

	Office			Office	
Year	President	U.S. House	Year	President	U.S. House
1932	52.4 %	49.7 %	1960	62.8 %	58.5 %
1934		41.4	1962		45.4
1936	56.0	58.5	1964	61.9	57.8
1938		44.0	1966		45.4
1940	58.9	55.4	1968	60.9	55.1
1942		32.5	1970		43.5
1944	56.0	52.7	1972	53.5	50.7
1946		37.1	1974		35.9
1948	51.1	48.1	1976	55.2	48.9
1950		41.1	1978		34.9
1952	61.6	57.6	1980	52.6	47.4
1954		41.7	1982		38.0
1956	59.3	55.9	1984	53.3	47.9
1958		43.0			

Source: U.S. Bureau of the Census, *Statistical Abstract of the United States* (Washington, D.C.: U.S. Government Printing Office, 1987).

7. Use the statistics compiled for the 1984 election to determine the percentage of the voting age population that voted for:

   A. a presidential candidate.

   B. a congressional candidate.

8. Why would it be inaccurate to say that 46.7 percent of the voting-age American public chose not to vote in the 1984 presidential election?

9. Based on the chart, determine whether each of the following statements is true or false:

   A. American citizens generally vote more often during periods in which the country is engaged in military conflict than during peacetime.

   B. The highest percentage of American voters turned out in the election between Richard Nixon and Hubert Humphrey.

   C. More Americans vote for U.S. representatives during presidential election years.

   D. The Voting Rights Act of 1965 contributed to an increase in voter turnout.

These people are taking the oath of citizenship, the last step in the naturalization process. All fifty states currently allow naturalized citizens the same voting rights as native-born citizens. In order to become a naturalized U.S. citizen, an individual must be eighteen years of age or older and have resided in the United States for five consecutive years. Children under eighteen years of age living in the United States automatically become citizens when their parents become naturalized citizens.

Answer questions 10-13 based on the information in the chart, "Voter Turnout in Presidential Elections."

Voter Turnout in Presidential Elections, By Groups, 1984

Age	18–24	41%	**Race**	White, non-Hispanic	61%
	25–55	58		Black	56
	45–64	70		Hispanic	33
	65 & over	68			
Education	Eighth grade or less	43	**Occupation**	Unskilled	49
	High school graduate	59		Skilled	53
	College graduate	79		Clerical	60
				Self-employed	65
				Professional	69
Family Income	Less than $5,000	38	**Party Identification**	Strong Democrats	64
	$5,000 to $9,999	48		Weak Democrats	49
	$10,000 to $14,999	54		Independent Democrats	56
	$15,000 to $19,999	57		Independents	43
	$20,000 to $24,999	61		Independent Republicans	62
	$25,000 to $34,999	67		Weak Republicans	65
	$35,000 & over	74		Strong Republicans	70

Source: U.S. Bureau of the Census, *Statistical Abstract of the United States* (Washington, D.C.: U.S. Government Printing Office, 1987).

10. Which of the following individuals was *most* likely to vote in the presidential election of 1984?

    a. a college graduate
    b. a fifty-year-old man
    c. a registered independent
    d. a secretary

11. A person from which age group was *least* likely to cast a ballot in the 1984 presidential election?

12. Based on the information in this chart, determine whether each of the following generalizations is true or false:

    A. Democrats are more apt to vote than Republicans.

    B. Highly educated persons are more likely to vote than less-educated individuals.

    C. Persons with strong party identification are more apt to vote than those who consider themselves independent of the parties.

13. Voter turnout in presidential elections declined from 1960 until 1984. Using the information provided in the chart, how might the Twenty-sixth Amendment have contributed to this decline after 1971?

The United States, unlike many democracies, does not require citizens to vote. Political analysts have concluded that Americans typically vote because: (1) they are interested in candidates, issues, or politics in general; (2) they feel that, by voting, they can be an effective part of the political process; or (3) they feel that it is their duty as a citizen to vote.

Answer questions 14-16 based on the information in the chart, "Political Affiliation Survey of 1980."

Political Affiliation Survey of 1980

Question: "In politics, as of today, do you consider yourself a Republican, Democrat, or an Independent?"

		Republican	Democrat	Independent
National		26%	43%	31%
Sex	Male	27	40	33
	Female	25	46	29
Race	White	28	38	34
	Non-white	7	80	13
Education	College	31	34	35
	High school	24	45	31
	Grade school	22	55	23
Region	East	24	44	32
	Midwest	26	37	37
	South	25	49	26
	West	30	41	29
Age	18–24 years	21	38	41
	25–29	24	36	40
	30–49	24	43	33
	50 & over	31	47	22
Income	Under $5,000	19	56	25
	$5,000 to $9,999	22	50	28
	$10,000 to $14,999	26	44	30
	$15,000 to $19,999	22	42	36
	$20,000 to $24,999	27	41	32
	$25,000 & over	33	34	33
Occupation	Professional & business	33	34	33
	Clerical & sales	23	44	33
	Manual workers	20	46	34
	Skilled	23	40	37
	Unskilled	17	51	32
	Farmers	40	32	28
	Non-labor force	29	48	23

Source: *The Gallup Opinion Index.*
Survey taken October and December 1980.

14. The Democratic party is strongest in which region of the country?

15. The Republican party is strongest in which region of the country?

16. Using the information in the charts, "Political Affiliation" *and* "Voter Turnout in Presidential Elections," explain why it is likely that the Democratic party is hurt more than the Republican party by low voter turnout.

After the passage of the Twenty-sixth Amendment, both major parties instituted voter registration drives in high schools and on college campuses.

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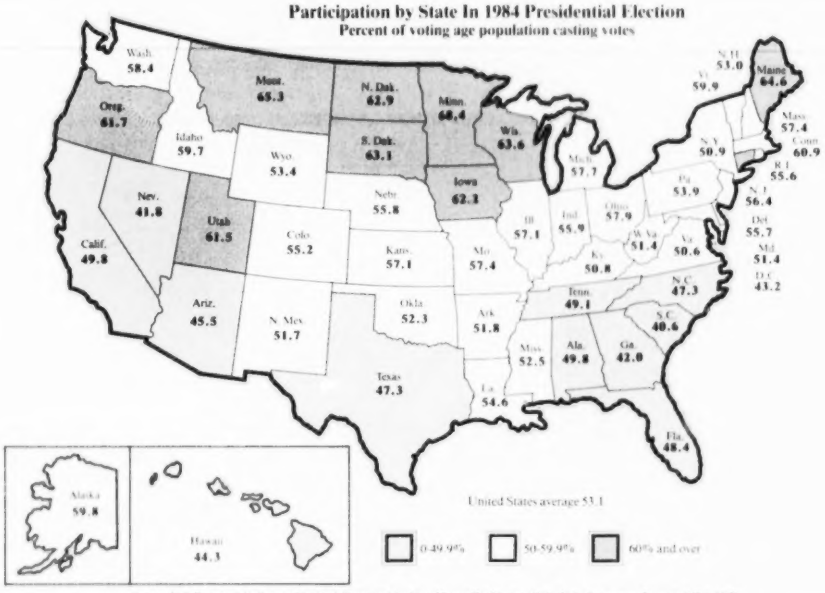
Answer questions 17-19 based on the information in the map, "Participation in the 1984 Presidential Election."



17. In which region of the United States did the largest percentage of residents vote in the 1984 presidential election?

18. In which region of the United States did the smallest percentage of residents vote in the 1984 presidential election?

19. Some analysts claim that voter registration discourages citizens from voting. They cite the high voter turnout of North Dakota (which has no registration requirements) and of Wisconsin and Minnesota (which allow voters to register when they vote) to support this claim. What evidence may be found on the map to refute this claim?

20. Nearly half of the states allow voters to participate in the lawmaking process on election day. Match the following terms with their definitions:

    A. Voters use this method to remove an elected official from office.

    B. Voters use this method to propose new legislation.

    C. Voters use this method to decide whether a proposed bill should become law.

    a. initiative

    b. referendum

    c. recall

21. Since the first parties, the Federalists and the Antifederalists, emerged in the debate over the ratification of the Constitution, the United States has had a two-party system in which third-party candidates rarely win elections. Which of the following is *not* a reason for this political development?

    a. Candidates of the two major parties generally have the support of party loyalists, but other candidates often need to find new supporters.
    b. It is more difficult for third-party candidates to receive government funding to finance their campaigns.
    c. State constitutions typically limit the number of candidates nominated for each office to two.
    d. State laws make it harder to nominate third-party candidates.

22. After former Congressman John D. Anderson protested state and federal laws that discriminated against third-party and independent candidates, many of these laws were declared unconstitutional. Name two practices that were changed after Anderson challenged them.

23. Match the following types of political parties with the parties they best describe:

A. economic protest parties, which are rooted in periods of economic discontent	a. "Bull Moose" Progressive party (1912) and American Independent party (1968)
B. ideological parties, which are based upon a particular set of beliefs	b. Free Soil party (1848-52) and Right to Life party (1980s)
C. single-issue parties, which concentrate on a specific issue or public policy	c. Greenback party (1876-84) and Populist party (1892-1908)
D. splinter parties, which split away from one of the major parties and often focus on a strong political personality	d. Communist party (1924-present) and Libertarian party (1972-present)

24. Briefly explain why each of the following statements is inaccurate.

    A. All American citizens over eighteen years of age are eligible to vote.

    B. Minor parties have no influence on the political system.

    C. You must be an eligible voter to work on a political campaign.

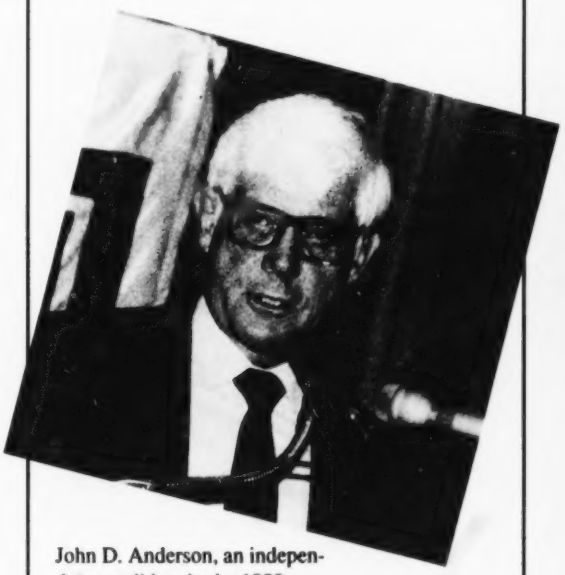
    D. You must pay dues to become a member of a major party.

25. Some political analysts claim that, in presidential elections, the major party candidate who is closer to the center of the political spectrum will always win. Identify whether the results of each of the following elections supports or refutes this claim:

    A. the 1964 election between Lyndon Johnson and Barry Goldwater

    B. the 1972 election between Richard Nixon and George McGovern

    C. the 1980 election between Jimmy Carter and Ronald Reagan



John D. Anderson, an independent candidate in the 1980 presidential election, won 6.6 percent of the popular vote. He was the first third-party or independent candidate since 1916 to be listed on the ballot in every state.

26. What is **straight-ticket** voting?

27. Analysts have indicated that the major parties are declining in importance. Cite two voting trends that support this claim.

28. Statistics show that when a popular candidate runs for a major office, other candidates of his or her party tend to fare better. This is called the _____ .

29. Because the party in power is in a good position to recognize and react to shifting political, social, and economic trends, parties typically maintain control in government for long periods of time. Which party dominated national politics during each of the following periods?

    A. 1800-60

    B. 1860-1932

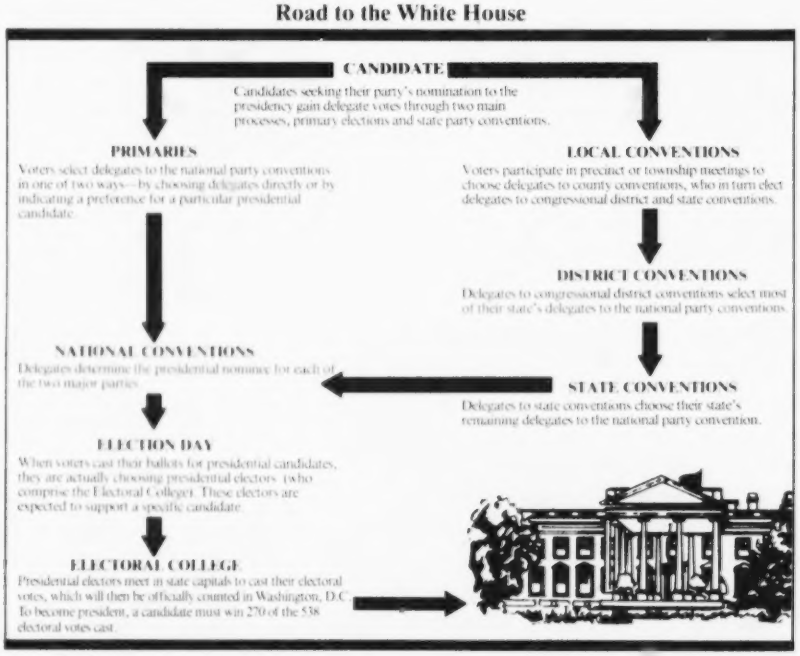
    C. 1932-68

30. Each election year, more than 90 percent of House **incumbents** and 70 percent of Senate incumbents seeking reelection are returned to office. Which of the following is *not* a reason for an incumbent's advantage over a challenger who seeks his or her seat?

    a. Incumbents are typically more newsworthy so that voters are more familiar with their names and policies.
    b. Incumbents receive a higher percentage of matching funds from the government.
    c. Incumbents can use free mailing privileges to keep constituents informed of their views and policies.
    d. Political action committees and lobbyists are more likely to support the person who has the power to help them.

Congressional candidates, like presidential candidates, spend months campaigning before an election. Many political observers believe that, because members of the House of Representatives must be reelected every two years, they spend too much time on the campaign trail.

Road to the White House


CANDIDATE
Candidates seeking their party's nomination to the presidency gain delegate votes through two main processes, primary elections and state party conventions.
PRIMARIES
Voters select delegates to the national party conventions in one of two ways—by choosing delegates directly or by indicating a preference for a particular presidential candidate.
LOCAL CONVENTIONS
Voters participate in precinct or township meetings to choose delegates to county conventions, who in turn elect delegates to congressional district and state conventions.
DISTRICT CONVENTIONS
Delegates to congressional district conventions select most of their state's delegates to the national party conventions.
STATE CONVENTIONS
Delegates to state conventions choose their state's remaining delegates to the national party convention.
NATIONAL CONVENTIONS
Delegates determine the presidential nominee for each of the two major parties.
ELECTION DAY
When voters cast their ballots for presidential candidates, they are actually choosing presidential electors (who comprise the Electoral College). These electors are expected to support a specific candidate.
ELECTORAL COLLEGE
Presidential electors meet in state capitals to cast their electoral votes, which will then be officially counted in Washington, D.C. To become president, a candidate must win 270 of the 538 electoral votes cast.

This chart depicts the long road to the White House. Presidential candidates often announce their candidacy years before the election in order to rally supporters and raise money for their campaigns.

31. Before the names of candidates are placed on an election ballot, they have to be nominated for office. Five methods of nominating candidates follow. Match each with its description:

    a. caucus
    b. convention
    c. direct primary
    d. petition
    e. self-announcement

    A. Candidates are placed on the ballot after informing election officials of their desire to run for office. This form of nomination is used primarily in local elections.

    B. Candidates are placed on the ballot after collecting a specified number of signatures. This method is used in local elections and to nominate third-party candidates in national elections.

    C. Party members meet to choose their candidates and platform. This method has been used for more than 100 years to nominate candidates at all levels of government.

    D. Party members at lower levels of government elect delegates to represent them at the next higher level. At the highest level (the national level for presidential elections), delegates select a candidate. This is the most common method used to select presidential candidates.

    E. Candidates are nominated by a direct vote of the people. This method is gradually replacing conventions as the most common method of nominating presidential candidates.

32. There has been continuing debate between proponents of the **closed primary** and those of the **open primary**. Fill in the blanks with "closed" or "open" to complete each of the following statements:

    A. The _____ primary compromises the secrecy of the ballot by forcing voters to announce their political party preferences.

    B. The _____ primary allows independent voters to vote.

    C. The _____ primary allows party members to weaken the opposing party by voting for the other party's weakest candidates.

    D. The _____ primary encourages voters to think more carefully about their political preferences before voting by requiring them to choose a party.

33. What is the difference between "winner-take-all" and proportional primaries?

34. How does a presidential preference primary differ from a delegate selection primary?

During election years, the Republican party and Democratic party each hold a national convention to select party candidates, platforms, rules, and regulations. The first national convention was held by the Anti-Masonic party in 1831.

Harry Truman waves from the back of a train during his "whistle-stop" tour. Presidential candidates have employed the whistle-stop tactic since the early 1900s, when traveling by train was the easiest way to reach large numbers of Americans.

After his nomination as the Republican party's presidential candidate in 1980, Ronald Reagan announced that George Bush would be his running mate. Presidential candidates and their parties choose running mates that they believe will "balance the ticket" by appealing to a different bloc of voters. A vice-presidential candidate usually comes from a different part of the country than the presidential candidate and has political strengths that the presidential candidate is perceived to lack.

35. Which of the following is a consequence of the increasing use of presidential preference primaries?

    a. Primaries have become the only method of selecting a party's presidential and vice-presidential nominees.
    b. Primaries have reduced the campaign costs associated with running for president.
    c. Primaries have unified political parties during the nomination process.
    d. The process of selecting delegates to the national party conventions has become more democratic.

36. How is the number of delegates that each state sends to the national nominating convention determined?

Answer questions 37-39 based on the following excerpt from a speech made by George Mason at the Constitutional Convention.

> It would be as unnatural to refer the choice of a proper character for chief magistrate to the people, as it would be to refer a trial of colors to a blind man. The extent of the country renders it impossible that the people can have the requisite capacity to judge [of] the respective pretensions of the candidates.

37. Which of the following statements most accurately describes George Mason's argument against a direct popular vote for president?

    a. He believed that blind people should not be granted voting rights.
    b. He believed that only literate persons should be allowed to vote.
    c. He believed that people would vote along strict party lines.
    d. He believed that the size of the country made it impossible for people to stay in touch with affairs of government.

38. Because the framers of the Constitution agreed with Mason's argument, they established:

    a. the appointment commission.
    b. a bicameral legislature.
    c. the electoral college.
    d. a two-party system.

39. *Historical claim*: Mason's argument against a popular election for the president is now obsolete. Which of the following *best* supports this claim?

    a. advances in telecommunications
    b. the corruption of existing electors
    c. the improvement of education
    d. an increase in urban population

40. What is the minimum number of electoral votes that a state may cast, and how is the number of electoral votes for each state determined?

41. In a presidential election, if no candidate receives a majority of the electoral votes, the winner is selected by_____.

42. Because presidential elections are determined by the electoral vote count, presidential candidates who receive a fewer number of popular votes than their opponents can win the presidency. Name the three elections in which this has happened and the two candidates involved in each of the elections.

Answer question 43 based on the information in the chart, "Presidential Election Results, 1968-84."

Presidential Election Results, 1968–1984

Year	Leading Candidates	Percent of Popular Vote	Percent of Electoral Vote
1968	Richard Nixon	43.4	55.9
	Hubert Humphrey	42.7	33.5
1972	Richard Nixon	61.3	96.7
	George McGovern	37.3	3.1
1976	Jimmy Carter	50.1	55.2
	Gerald Ford	48.0	44.6
1980	Ronald Reagan	51.0	90.9
	Jimmy Carter	41.0	9.1
1984	Ronald Reagan	58.8	97.6
	Walter Mondale	40.6	2.4

Source: U.S. Bureau of the Census, *Statistical Abstract of the United States* (Washington, D.C.: U.S. Government Printing Office, 1987).

43. Which of the following generalizations can you make about the electoral college from this chart?

    a. The closest race in the popular vote count was also the closest in the electoral college.
    b. Members of the electoral college are bound by the popular vote in each state.
    c. The electoral college vote usually exaggerates the winner's margin of victory in the popular vote.
    d. Members of the electoral college must vote for a member of one of the major parties.

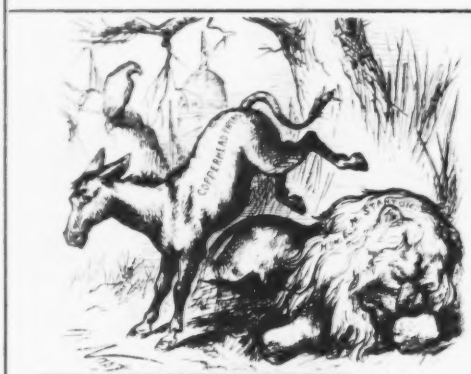
44. Critics of the electoral college system argue that the system benefits some states more than others. Why might the electoral college system benefit:

    A. states with a large population?

    B. states with a small population?

45. Since the establishment of the electoral college, some opponents have argued that the president ought to be elected by popular vote. Which of the following statements does *not* support arguments used by proponents of change?

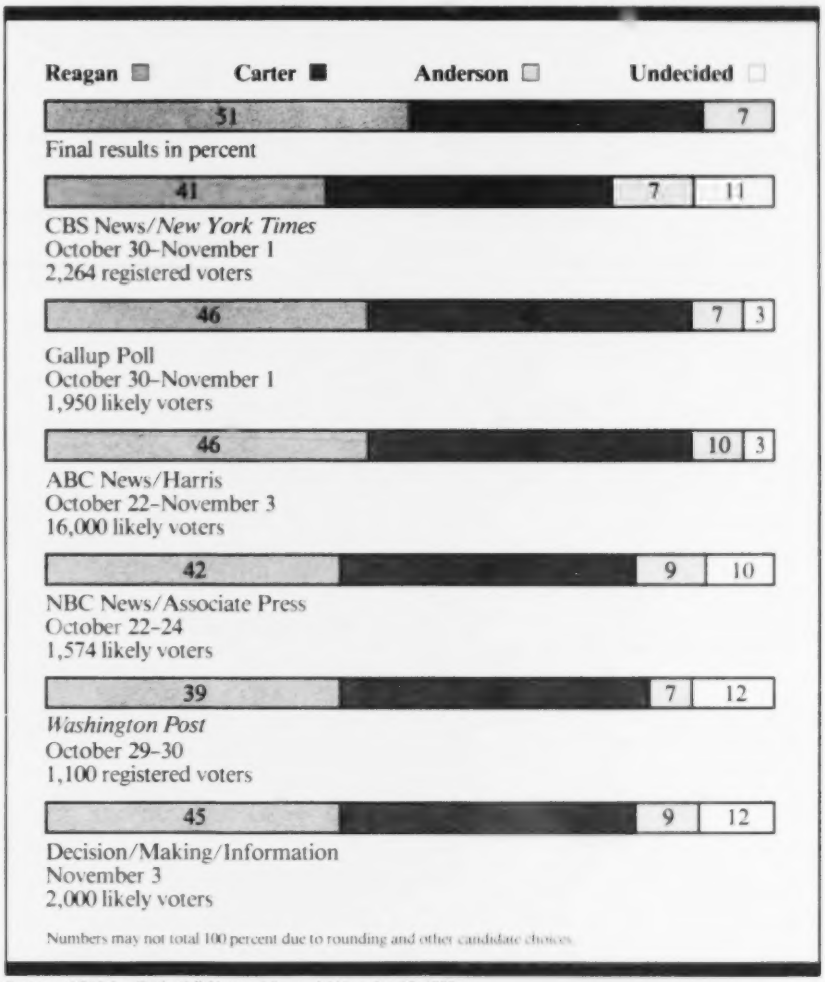
    a. The electoral college denies the legal principle of "one man, one vote."
    b. Members of the electoral college are not bound to vote as promised.
    c. A **plurality** of popular votes entitles the victor to every electoral vote of that state and disenfranchises other voters.
    d. Voters make their wishes known to the electoral college in primary elections.



The donkey and the elephant are commonly recognized as symbols of the Democratic and Republican parties, respectively. Political cartoonist Thomas Nast first introduced these figures in *Harper's Weekly* in the 1870s.

Answer questions 46-48 based on the information in the chart, "The Final Polls of the 1980 Presidential Election."

The Final Polls in the 1980 Presidential Election (in percent)



Source: "Opinion Outlook," *National Journal*, November 17, 1980.

46. Which poll results were closest to the final results of the 1980 election?

47. Name three reasons that the Harris Survey might have been able to obtain more accurate results than the other polls.

48. Which of the following generalizations is best supported by the evidence in this graph?

    a. Although the polls were not accurate, they fell within the 4 percent margin of error that pollsters expect.
    b. Most undecided voters voted for Anderson in the 1980 election.
    c. Polls taken of likely voters were generally more accurate.
    d. Voter turnout at the election was higher than expected.

49. In 1986, the state of Washington passed a law that prohibited pollsters from venturing within 300 yards of voting areas, but the Supreme Court declared this law unconstitutional.

    A. Why did the state of Washington pass the law?

    B. Which constitutional amendment did the Supreme Court rule that Washington's law violated?

50. The largest share of campaign expenditures is typically spent on which of the following expenses?

    a. the candidate's office space
    b. newspaper advertising
    c. the candidate's staff
    d. television advertising

51. The largest share of campaign contributions typically comes from which of the following sources?

    a. the candidates and their families
    b. private contributions
    c. public subsidies
    d. special fundraising events

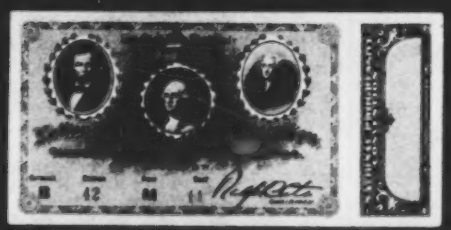
52. Name the independent government agency, established in 1974, that requires timely disclosure of campaign finance data, limits campaign contributions and expenditures, and helps to fund the presidential election process.

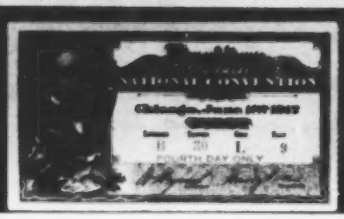
53. What is the main function of **political action committees**?

Answer questions 54-55 based on the following two excerpts written by Senator David L. Boren and Dr. Thomas Berglund.

> The way that we finance election campaigns in this country cries out for change. The mushrooming influence of special-interest political action committees is beginning to threaten the basic concept of grassroots democracy.
>
> In the most recent election, 163 successful candidates for Congress received more than half of their campaign contributions from special interest PACs instead of from individual contributors in their home states.
>
> In the past ten years, PAC spending has grown at an explosive rate. In 1974, PACs contributed only about $8 million to congressional campaigns. In 1984, they contributed more than $104 million. While contributions by PACs have been growing, the percentage of campaign funding provided by small donations of less than $100 has been cut in half. . . .
>
> It is frightening to consider the impact PAC contributions will have on the political system and the cost of campaigns if they continue to double every four years. When additional money is pumped into the system, it ends up being spent, and campaign costs soar. In just eight years, the average cost of winning a U.S. Senate campaign has risen from a little over $600,000 to more than $2.9 million, an increase of 385 percent! (Senator David L. Boren)

Working on a political campaign is one way people who are too young to vote can participate in the political process.





. . . [P]olitical action committees . . . recognize the need for people to band together so that they can be heard in the complex political world of today. More important, PACs encourage political participation far beyond listening to countless television spots or even casting a ballot on Election Day. PACs play a vital role in American democracy: they draw individuals into the system and enable citizens to be active in our political process. . . .

Given the figures and restraints, there can be no such thing as one PAC buying a legislator's vote. The fact is that when so many PACs are contributing money to so many candidates, the effect is to cancel each other out. . . .

Many "PAC attacks" center upon the so-called relationship between the high cost of campaigning for elective office and PAC contributions, a charge with no foundation. Effective campaigning in America today requires large expenditures. It is each individual voter's decision to act independently—rather than allowing a political party or other institution to make the choice—that is responsible for rising campaign costs.
(Dr. Thomas Berglund)

(Reprinted from *Perspectives*, Arlington, Virginia: Close Up Foundation, 1987.)

54. While Senator Boren blames political action committees for rising campaign costs, Dr. Berglund:

    a. agrees that political action committees contribute to the rising costs of campaigns.
    b. argues that campaign costs have stabilized.
    c. believes that campaigns should be funded by the federal government.
    d. believes that candidates must spend money to convince voters to vote for them.

55. Based on the ideas and points of view expressed in each of the above excerpts, which author probably wrote each of the following statements?

    A. "The advantage that incumbents have over challengers is also a point of grave concern."

    B. "The idea of groups of citizens joining together in political efforts goes back as far as the founding of the nation. James Madison, in writing his defense of the new Constitution, foresaw groups or 'factions' as crucial to the balance of power in a representative democracy."

    C. "[L]imits on campaign expenditures strike at the heart of our First Amendment rights."

    D. "Under the current law, it is possible for PACs to receive large individual contributions, bundle them together, and send them on to candidates without going over the $5,000 spending limit."

56. The Revenue Act of 1971 set up the Presidential Election Campaign Fund to provide **matching funds** for presidential candidates who have raised a specified amount of money from individual contributors. How is money for this fund raised?

57. In 1974, in reaction to the illegal activities of President Richard Nixon's Committee to Re-elect the President, Congress amended the Federal Election Campaign Act of 1971. Name the key provisions of this legislation.

58. Which of the following parts of the Federal Election Campaign Act did the Supreme Court declare unconstitutional in the 1976 case *Buckley* v. *Valeo*? (*More than one answer may be correct.*)

    a. placing a ceiling on political contributions
    b. providing public financing for the presidential nominating conventions and primaries
    c. setting a limit on an individual's independent political expenditures
    d. setting a limit on the candidate's personal expenditures

59. The three principal sources of congressional campaign funds are individuals, political party committees, and political action committees. According to current federal election laws:

    A. what is the maximum amount that an individual can contribute to a candidate in a single election?

    B. what is the maximum amount that a political action committee can contribute to a candidate in a single election?

60. Name two ways that the federal government helps to finance presidential campaigns of major party candidates.

61. Which of the following is the best argument for holding state and local elections on different dates from federal elections?

    a. The "coattail effect" would be strengthened.
    b. The impact of the media would be weakened.
    c. Voters would be more likely to vote in state and local elections.
    d. Voters would be more likely to be informed about state and local issues.

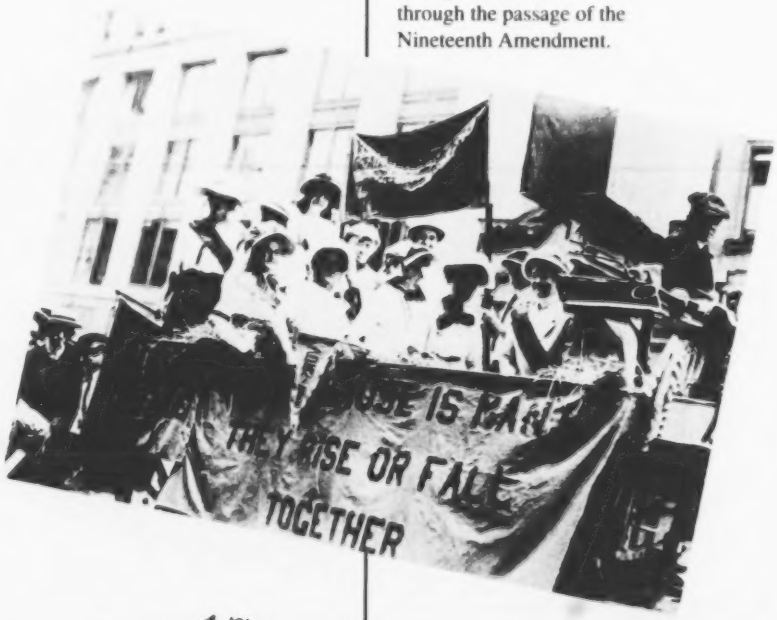
62. In a local election, the following votes were tallied:

    Cortez: 3,000 votes
    Goldstein: 2,000 votes
    Moore: 3,800 votes

    Based on these election returns, Moore won by a:

    a. landslide.
    b. majority.
    c. minority.
    d. plurality.

Through organized marches and rallies, Americans express their opinions in an attempt to influence legislation. After years of struggle, these suffragists won the right to vote nationwide through the passage of the Nineteenth Amendment.



12. Principles and Practice

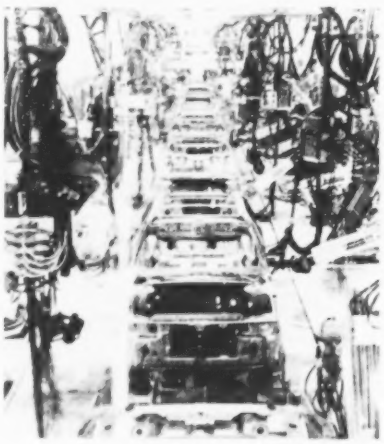
Economics is the study of how a society produces, distributes, and consumes wealth. When politicians speak of "the economy," they are talking about the way the nation is producing, distributing, and using its goods and services.

Economics and politics are closely related and often interdependent. Although terms such as capitalism and communism are often used to describe political systems, they actually refer to economic systems. The U.S. economy is predominantly a market system because the government does not directly control production and distribution.

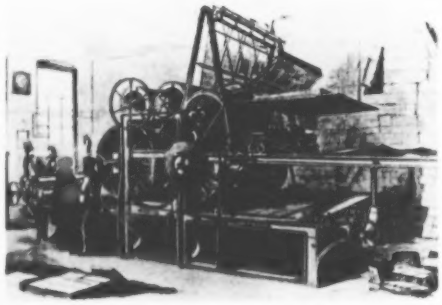
Regulating the economy is one of the most powerful tools available to any government. By various means, governments can encourage both the production of goods that are in short supply and the consumption of surplus goods. Government practices such as paying unemployment compensation, regulating foreign trade, and enacting consumer product safety regulations all affect the economy.

Several agencies of the executive branch of the U.S. government work to maintain steady economic growth and minimize the effect of swings in the business cycle. For example, the Federal Reserve Board controls the amount of money in circulation, determines the proportion of deposits that commercial banks must hold in reserve, and sets the interest rates at which commercial banks borrow money from Federal Reserve banks. This rate—the discount rate—influences all other interest rates, including those charged on individual and business loans. By controlling the money supply, the Federal Reserve Board hopes to curb inflation, encourage business growth, and keep unemployment rates low.

The success of the federal government in controlling the budget deficit, maintaining a favorable foreign trade balance, and encouraging continued economic growth affects the welfare of the nation's citizens. High unemployment, interest rates, and prices for basic goods are economic problems that have a strong personal impact on individuals and families.



People act as consumers when they buy goods or services for personal use. In making their decisions to buy certain goods and services, consumers are influenced by their own taste and income, as well as the price of the item they are purchasing.



A newspaper press is one type of capital resource.

1. Economics is based on the premise that the choices each consumer makes are:

   a. rational and fairly consistent.
   b. unaffected by the choices of other consumers.
   c. unpredictable.
   d. varied and impulsive.

2. Producers make the goods and provide the services that consumers use. They use resources to make their goods or services. Identify each of the items below as either:

   a. a human resource
   b. a natural resource
   c. a capital resource
   d. *not* a productive resource

   A. coal
   B. delivering the mail
   C. jogging
   D. office building
   E. steak dinner
   F. teaching a class
   G. a tractor
   H. water

3. Why is **scarcity** a basic economic concern?

4. Individuals and societies can apply several solutions to the problem of scarcity. Match each response to the problem of limited resources with the example that best illustrates it:

   A. create more resources

   B. do without something one wants or needs

   C. redistribute goods and services

   D. use existing resources more effectively

   a. going without health insurance

   b. providing poor neighborhoods with health facilities comparable to those in wealthy neighborhoods

   c. recycling old newspapers, aluminum cans, scrap metal, or glass bottles

   d. teaching a secretary how to operate the office computer

5. What three fundamental questions must every economic system answer?

6. Societies produce both **capital goods** and **consumer goods**.

   A. What is the difference between capital goods and consumer goods?

   B. Which type of goods helps societies become more productive? How?

7. Why is the following statement an example of the economic concept of opportunity cost?

   A deer hide used to mend holes in a tepee cannot be used to make moccasins.

8. Theorists classify economic systems as traditional, command, or market, according to the way that each system answers the basic economic questions. Fill in the blanks with the type of economic system that best completes the following statements:

   A. A central authority—the government or a single leader—makes most economic decisions in a _____ system.

   B. Customs, religion, law, and habit dictate economic decisions in a _____ system.

   C. The economy of Cuba relies heavily on a _____ system.

   D. Four essential components of a _____ system are private property, freedom of exchange, competition, and profit motive.

   E. The government owns or controls most productive resources in a _____ system.

   F. Jobs are passed down through families to perpetuate skills and ensure the economy's survival in a _____ system.

   G. Most pre-European Native American economic systems were _____ systems.

   H. In a _____ system, producers and consumers make economic decisions in a competitive environment.

   I. A _____ system is based on exchange, money, and a network of prices.

9. Even though it is dominated by the market system, the United States, like most countries, has a mixed economy. Identify whether each of the following American economic activities is an example of a command, market, or traditional system:

   A. exchanging Christmas gifts

   B. increasing the price of a new record album because consumer demand exceeds the number produced

   C. providing social security benefits to retired and disabled workers

   D. restricting the use of private property through local zoning laws

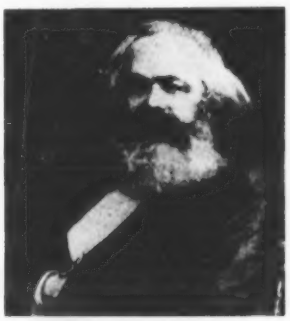
   E. advertising new pick-up trucks on television

10. Match the following types of economic systems with the group that would most likely determine how capital resources should be used:

A. capitalism	a. private business and individuals
B. communism	b. the public, usually through the government
C. socialism	c. workers

Oil is a natural resource, while the equipment used to pump the oil from the ground is a capital resource.

Adam Smith, a Scottish logician and philosopher, was one of the first writers to explain how a market system operates. He believed that a market economy could serve society well without direction from traditions or government.



Karl Marx, a German philosopher and economist, believed that the constant struggle between owners and laborers in modern industrial society would eventually cause capitalism to give way to communism, an economic system in which workers would own the capital resources.

11. Why is it accurate to say that most capitalist economies are market systems, while most socialist economies are command systems?

12. Which of the following does *not* promote economic growth?

    a. division of labor
    b. economic specialization
    c. mechanization
    d. opportunity cost

13. Economists analyze three types of economic **specialization**: geographical, resource, and occupational. Which type of specialization is described in each of the following situations?

    A. Ron Nakamura grows oranges in southern California because oranges are better suited to the warm climate than apples, which require a cooler climate.

    B. Q-Tech Amalgamated Steel patented a process for making rolled steel and now makes only rolled steel.

    C. Linda Sanchez works in an auto assembly plant, where her only responsibility is installing the rear-view mirrors in new cars.

Answer questions 14-17 based on the following excerpts from works by Adam Smith and Karl Marx.

> The greatest improvement in the productive powers of labor comes from the effects of the division of labor. . . .
>
> This great increase of the quantity of work accomplished through the division of labor results from three different circumstances: first, the increase of each worker's skill; second, the saving of time which is commonly lost in passing from one type of work to another; and last, the invention of a great number of machines which make work easier, and enable one person to do the work of many.
>
> This division of labor, from which so many advantages are derived, is not originally the effect of any human wisdom. It developed through very slow and gradual consequence of a certain tendency in human nature to trade, barter, and exchange one thing for another. (Adam Smith, *The Wealth of Nations*, 1776)

> The greater division of labour enables one worker to do the work of five, ten or twenty; it therefore multiplies the competition among the workers fivefold, tenfold and twentyfold. . . .
>
> Further as the division of labour increases, labour is simplified. The special skill of the worker becomes worthless. . . . The more simple and easily learned the labour is, the lower the cost of production needed to master it, the lower do wages sink, for, like the price of every other commodity, they are determined by the cost of production.
>
> Therefore, as labour becomes more unsatisfying, more repulsive, competition increases and wages decrease . . . .
>
> Machinery brings about the same results on a much greater scale, by replacing skilled workers by unskilled, . . . by throwing the hand workers on to the streets in masses. (Karl Marx, *Das Kapital*, 1867)

14. Which writer would more likely be called "the father of capitalism"?

15. Which writer would have been likely to support specialization as a means to promote economic growth?

16. While Smith and Marx probably would have agreed that the division of labor results in increased capital production, Marx was concerned about its effect on the average wage-earner. How would Marx have responded to each of the following assertions by Smith?

    A. The division of labor increases each worker's skill.

    B. The invention of machines, coupled with the division of labor, enables workers to perform more efficiently and productively.

17. Marx felt that the division of labor is a disadvantage for workers because it _____ and _____.

18. In *The Wealth of Nations*, Adam Smith wrote that each individual, who "intends only his own gain, . . . is led by an invisible hand to promote an end which was no part of his intention. . .[and] frequently promotes that of society." The "invisible hand" that controls market economies is:

    a. culture.
    b. government.
    c. scarcity.
    d. self-interest.

19. In a market system, how does the profit motive determine the behavior of producers?

20. Identify the four components that are essential to the operation of a market system.

21. An individual demand curve shows:

    a. the amount a consumer will spend on each of several products.
    b. a consumer's preference for one product over another.
    c. how much demand shifts with changes in a consumer's tastes.
    d. how much of a product a consumer will demand at each possible price.

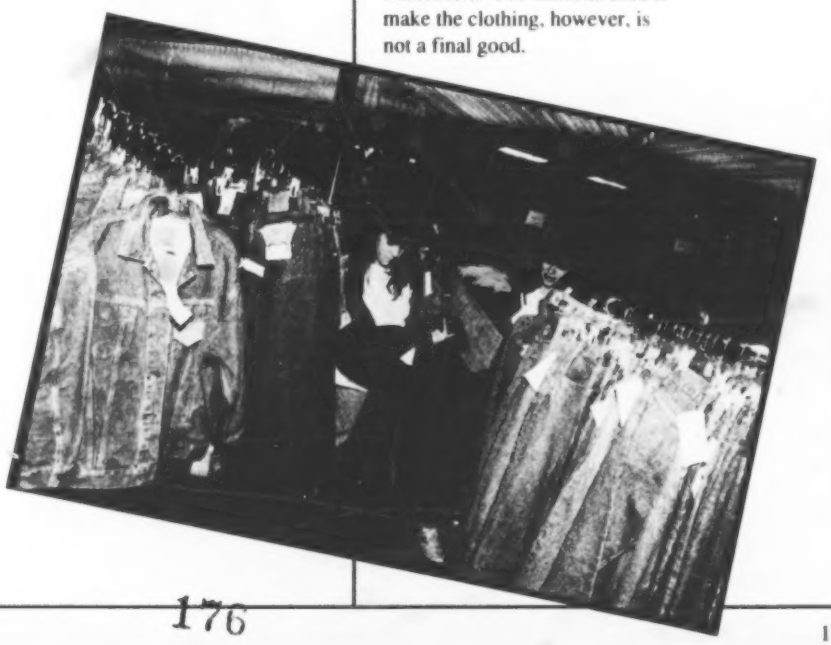
22. The demand for a product is elastic when it changes greatly as prices change. The demand for a product is inelastic when it is relatively stable regardless of price. Determine whether each of the following products is more likely to have an elastic or an inelastic demand:

    A. fresh fruit

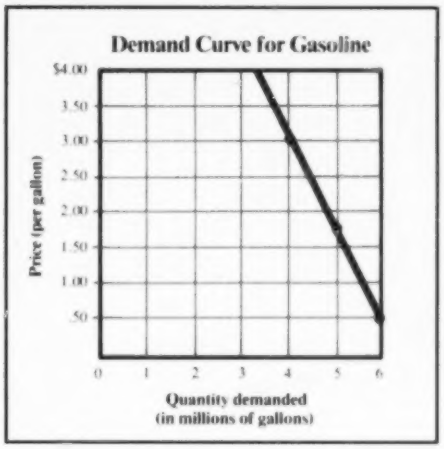
    B. gold

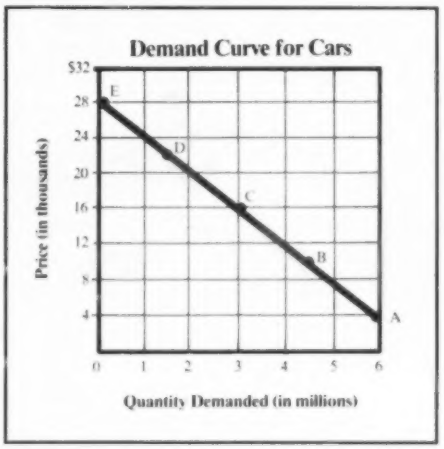
    C. penicillin

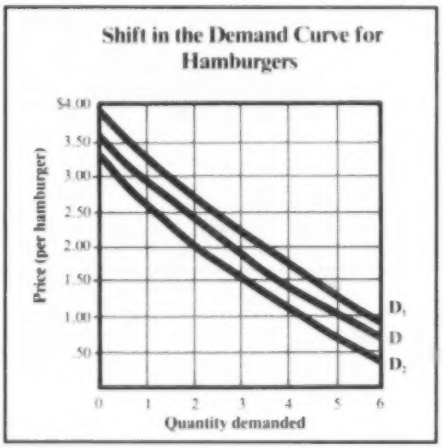
    D. salt



Clothing sold in a department store is a final good because it is in its final form to be used by consumers. The material used to make the clothing, however, is not a final good.







Answer questions 23-25 based on information in the graphs, "Demand Curves for Gasoline and Cars."

23. How many fewer cars will Quality Motor Company sell at $24,000 a car than at $20,000?

24. Complete the demand schedule below with the data depicted in the demand curve for cars.

	Price	Quantity in Demand
A.	$4,000	6,000,000
B.		
C.		
D.		
E.		

25. Identify which of the demands depicted in these graphs is elastic and which is inelastic. Give two reasons why this is likely.

26. An individual demand curve reflects changes in demand in relation to changes in price, but several other factors that influence demand may create an entirely new demand curve. One factor that influences demand is consumer attitudes. For example, when Bruce Springsteen became popular several years ago, demand for his albums and tapes increased regardless of their price, creating a new demand curve for his music. Name four other factors that could cause a product's demand to shift to a new curve.

27. Determine whether each of the following changes will cause the demand for skis to shift to a new curve or move to a new point on the original demand curve. Briefly explain your answer.

    A. A new factory attracts thousands of new residents to a town near a ski resort.

    B. The price of all skis increases.

    C. The price of lift tickets increases.

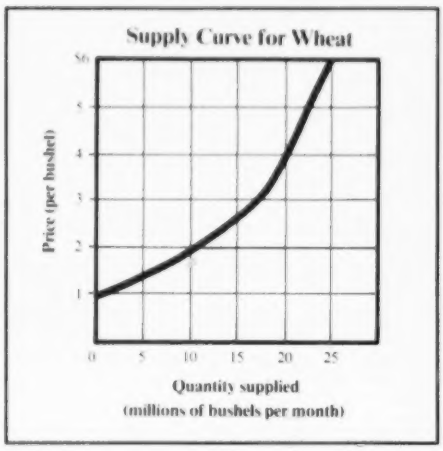
Answer question 28 based on the information in the graph, "Shift in the Demand Curve for Hamburgers."

28. Assume that the original demand for hamburgers is depicted by curve D. Determine whether each of the following changes would cause the curve to shift to D_1 or to D_2.

    A. The price of hot dogs, which are **substitute items** for hamburgers, increases.

    B. The price of hamburger buns, which are **complement items** for hamburgers, increases.

Answer questions 29-30 based on the information in the graph "Supply Curve for Wheat."



29. If the price for a bushel of wheat is $2.50, approximately how many bushels will farmers produce?

30. If the price of wheat rises to a ten-year high of $5 a bushel, farmers are likely to take all of the following actions *except*:

    a. buy more fertilizer and farm equipment
    b. grow barley on their poorer land
    c. hire more laborers
    d. take acres out of corn cultivation and put them into wheat

31. The elasticity of supply varies according to the costs of production. Identify one factor that can affect the cost of production.

32. The supply of products that use only common resources and are simple to produce, such as newspapers, is relatively elastic. The supply of products that require a number of resources and are difficult to produce, such as submarines, is relatively inelastic. Identify whether each of the following products is more likely to have an elastic supply or an inelastic supply:

    A. automobiles

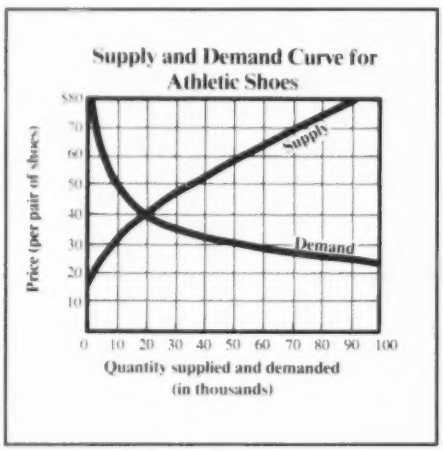
    B. cereal

    C. glass windows

    D. milk

33. An individual supply curve reflects changes in supply in relation to changes in price, but several other factors that influence supply may create an entirely new curve. One factor that influences supply is a change in the cost of production. For example, rapid advances in technology have enabled manufacturers to lower the cost of making home computers, allowing them to produce more computers at any given price, and creating a new supply curve for that product. Name one other factor that would cause the supply of a product to shift to a new curve.

Answer questions 34-37 based on the information in the graph, "Supply and Demand Curves for Athletic Shoes."



34. At the **equilibrium price**, the quantity supplied and demanded is _____ and the price is $_____.

35. Suppose shoemakers want to increase their profit and raise the price of shoes to $50 a pair. At that price, consumers will buy only 10,000 pairs of shoes, and there will be a surplus of _____ shoes.

36. Suppose consumers will only pay $25 for a pair of shoes. At that price, the shoemakers will produce only 5,000 pairs of shoes, resulting in a shortage of _____ shoes.

37. If consumer demand for athletic shoes increased, the equilibrium price would shift:

    a. downward and to the left.
    b. downward and to the right.
    c. upward and to the left.
    d. upward and to the right.

38. Economists use the **gross national product** (GNP) to measure a nation's economic health. GNP is the sum of what four types of spending?

39. Determine whether each of the following goods would be included in a measure of the GNP. Briefly explain your answers.

    A. electronic parts used to assemble televisions

    B. a new television Nick purchased from A & B Electronics for $500

    C. a secondhand television Teresa bought from Rebecca for $50

    D. a secondhand television Will received as a gift from Michael

40. GNP can be measured in two ways, through the **flow-of-product** approach, or the **earnings-and-cost** approach. Determine which method would include each of the following items in its measure of GNP:

    A. business profits

    B. government expenditures for education

    C. money received as rent

    D. money spent on a new car

    E. a person's salary

41. **Money GNP** is converted to **real GNP** to compensate for:

    a. population changes.
    b. inflation and deflation.
    c. recession.
    d. errors of measurement.

42. As an economy's GNP approaches its full potential, which of the following is most likely to occur?

    a. Inflation will be low.
    b. Productivity will increase.
    c. Severe shortages will develop.
    d. Unemployment will decrease.

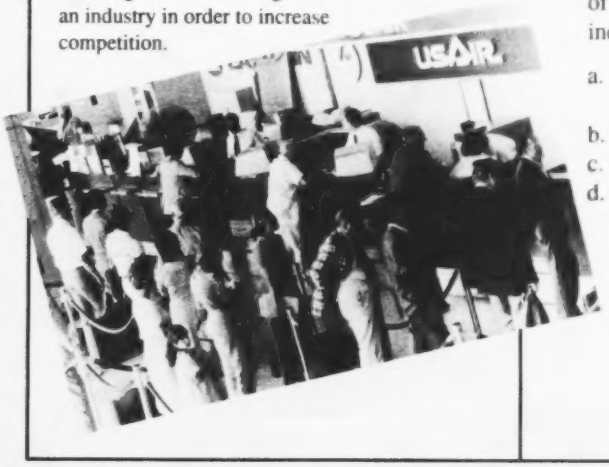
43. A combination of goods and services costs $4,000 in **real dollars** and $5,000 in **money dollars**. Their price has increased by _____ percent since the base year.

44. Why do economists construct **price indices**?

45. A nation's growing economy generally leads to a higher national standard of living. Which of the following factors would *not* contribute to an increase in a country's rate of economic growth?

    a. a government policy that encourages individuals to limit consumption and save their income
    b. high unemployment
    c. improved technology
    d. increased investment in capital resources

The 1978 deregulation of the airline industry resulted in some lower consumer prices and an increase in the number of new airlines servicing major routes. Critics charge that it also contributed to a decline in air safety and longer flight delays. The federal government deregulates an industry in order to increase competition.



46. In order to assess future economic growth, economists analyze three types of economic indicators. Identify whether each of the following shifts in business activity is a:

    a. leading indicator, which rises or falls *before* a major change in economic activity.
    b. coincident indicator, which rises or falls *during* a major change in economic activity.
    c. lagging indicator, which rises or falls *after* a major change in economic activity.

    A. a decrease in total industrial sales
    B. an increase in the employment of new workers
    C. an increase in interest rates charged by banks on loans

47. Economists use the model of **perfect competition** to help them understand the U.S. economy. If perfect competition existed, all economic decisions would be based on _____.

48. Perfect competition rarely exists in most market economies in part because governments limit competition. Which of the following is *not* an example of a government limitation of competition?

    a. gasoline taxes
    b. licensing regulations for many professions and industries
    c. natural monopolies, such as electric companies, water companies, and other public utilities
    d. patents and copyrights

49. Compared to more competitive industries, monopolies tend to have _____ output and _____ prices.

50. An entrepreneur is an individual who organizes and manages a business for a profit. Many entrepreneurs start businesses as either proprietorships or partnerships.

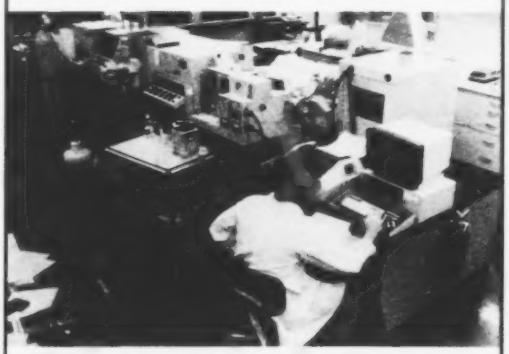
    A. Give three advantages that proprietorships and partnerships have over corporations.

    B. Give three disadvantages to starting a business as a proprietorship or partnership.

51. Identify four ways that corporations differ from proprietorships and partnerships.

52. How do corporations share profits with stockholders?

53. Management has traditionally extended three types of recognition to workers: the company could operate as a closed shop, a union shop, or an open shop. The Taft-Hartley Act of 1947 banned the closed shop, but the other two types still are allowed in many states. Briefly explain the difference between these three union arrangements.



Improved technology, such as the computerization of a business, is one way to increase labor productivity. Increasing capital investment and worker education also contributes to greater productivity.

Most states have some form of general sales tax. The rate of taxation, usually between 3 percent and 6 percent, is added to the price of goods sold to consumers. Some politicians have suggested implementing a national sales tax to help cut the national deficit.

Nearly one-fourth of the nation's work force was unemployed at the depth of the Great Depression. A depression, which occurs when a usual contraction of economic activity is abnormally prolonged and severe, is marked by a decline in real GNP, business foreclosures, and a sharp rise in unemployment.

54. Representatives of a company's management and its labor union meet periodically to negotiate **collective bargaining** agreements. Which of the following elements is *least* likely to be part of a collective bargaining agreement?

    a. the amount of the company's product that will be produced annually
    b. the length of the work week
    c. the level of wages for a particular job
    d. the manner in which grievances between workers and management will be handled

55. The Bureau of Labor Statistics calculated that the national unemployment rate for 1985 was 7.2 percent. Many economists argue that the statistics actually are higher because the bureau only counts unemployed individuals who are actively looking for jobs. What other classes of workers do these economists believe should be included in the unemployment rate?

56. Economists recognize four basic types of unemployment: **frictional, cyclical, seasonal,** and **structural**. Match the following examples of unemployed workers with the type of unemployment that best describes each of them:

    A. a construction worker who is laid off because a recession has reduced the demand for new homes

    B. a migrant farm worker who is unemployed after the fall harvest

    C. a recent college graduate who is looking for her first full-time job

    D. a typesetter who is laid off because his employer now uses a computer to set type

    a. cyclical unemployment
    b. frictional unemployment
    c. seasonal unemployment
    d. structural unemployment

57. Economic expansion can lead to two types of inflation. Identify whether each of the following economic changes is likely to cause **demand-pull inflation** or **cost-push inflation**.

    A. an increase in government spending

    B. an increase in investment

    C. an increase in production costs

    D. an increase in wages

58. Which of the following individuals would be most hurt by a long period of inflation?

    a. a factory worker who belongs to a union
    b. a man who owes money on his new car
    c. a retired woman who lives on a fixed pension
    d. a woman who has invested in the stock market

59. *Hypothetical situation*: Your grandmother gives you $5,000 for your eighteenth birthday. She wants you to spend it, but your father urges you to save it. Both agree to listen to the advice of Mr. Murphy, a well-respected financial analyst, who explains that the economy is experiencing a period of rampant inflation. Based on this analysis, would Mr. Murphy recommend that you save or spend your money? Why?

60. How does money income differ from real income?

61. Suppose Ms. Lai earned $50,000 last year and is earning $53,000 this year. The rate of inflation is 7 percent. Which of the following statements is true?

    a. Her money income and her real income have both decreased.
    b. Her money income and her real income have both increased.
    c. Her money income has decreased and her real income has increased.
    d. Her money income has increased and her real income has decreased.

62. Why does long-term growth in the rate of inflation usually drive up interest rates?

63. What usually happens to government tax revenues during periods of inflation?

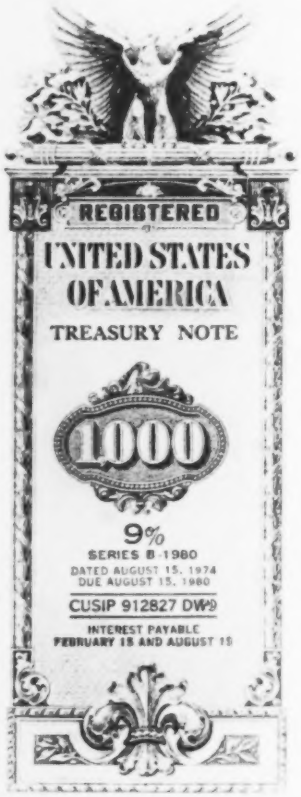
64. The federal government protects economic rights through regulatory agencies that enforce all of the following regulations *except*:

    a. labeling laws
    b. pollution standards
    c. stock market regulations
    d. zoning laws

65. Federal and state governments produce most **public goods** because they would be too expensive for most people to afford if they were produced by the private sector. Which of the following items is *not* a public good?

    a. automobile insurance
    b. a national park
    c. police protection
    d. street lights

66. Economists define money as anything generally accepted as payment for goods and services. What gives money value?



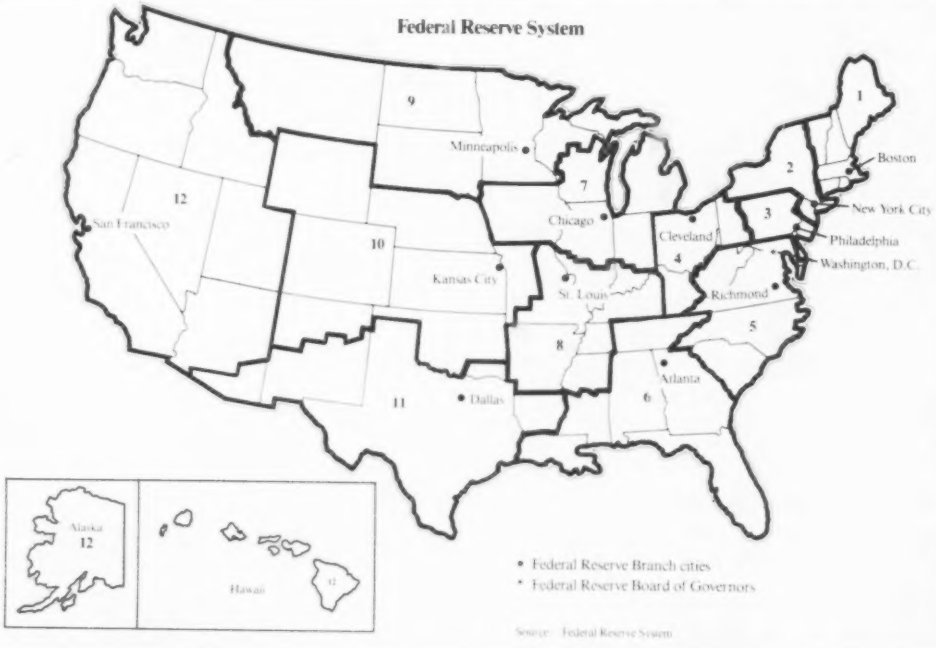
Public goods, such as street signs, are provided by the government for the use of the community as a whole.

67. Match the following forms of money with their formal economic terms.

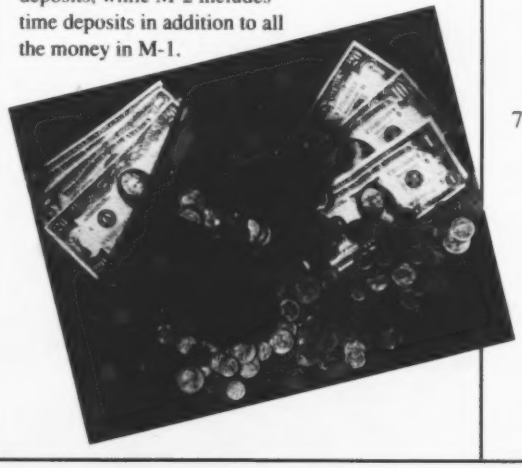
A. checking accounts	a. currency
B. credit cards and government bonds	b. demand deposits
C. bills and coins	c. near money
D. savings accounts	d. time deposits

68. What is monetary policy?

The Federal Reserve System is divided into twelve regions. Each region has a Federal Reserve Bank that serves its member banks. The president appoints a seven-member Board of Governors to oversee the entire system.



Coins and currency are included in the part of the money supply that economists refer to as M-1. M-1 also includes demand deposits and other checkable deposits, while M-2 includes time deposits in addition to all the money in M-1.



69. Would the Federal Reserve Board (the Fed) increase or decrease the money supply to combat serious inflation?

70. Explain how the Federal Reserve Board uses each of the following tools to affect the money supply:

A. discount rate

B. open market operations

C. reserve requirement

71. The Fed implements an **easy money** policy or a **tight money** policy depending on how it wants to affect the economy. Which of these policies is more likely to increase demand, production, and inflation, and to decrease unemployment?

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72. Suppose the Fed decreases the reserve requirement from 20 percent to 15 percent. If total demand deposits in the economy are $150 billion, how much will total bank reserves increase after this change?

73. Complete the chart below based on the following information:

A. The reserve requirement is 10 percent.

B. The initial amount deposited in Bank A is $100,000.

C. Bank A loans all of its available funds, which are then deposited in Bank B; Bank B deposits its loans in Bank C; Bank C deposits its loans in Bank D.

Bank A:	amount deposited	$100,000
	amount required for reserve	_____
	total available for loans	_____
Bank B:	amount deposited	_____
	amount required for reserve	_____
	total available for loans	_____
Bank C:	amount deposited	_____
	amount required for reserve	_____
	total available for loans	_____
Bank D:	amount deposited	_____
	amount required for reserve	_____
	total available for loans	_____
TOTAL AMOUNT CREATED BY INITIAL DEPOSIT		_____

74. Federal, state, and local governments raise money to pay for the services they provide by levying taxes. Different types of taxes affect individuals and businesses to varying degrees. Match each of the following descriptions with the type of tax it describes:

A. a tax that takes a larger proportion of high incomes than low incomes

B. a tax that takes a larger proportion of low incomes than high incomes

C. a tax that takes the same proportion of all incomes

a. progressive tax

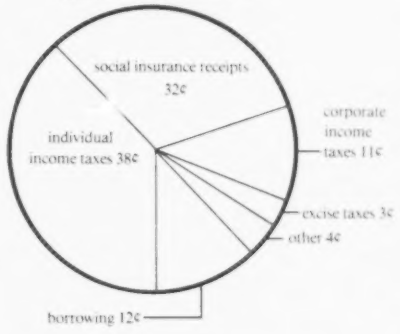
b. proportional tax

c. regressive tax

Alan Greenspan was appointed chairman of the Federal Reserve Board of Governors by President Ronald Reagan in 1987.

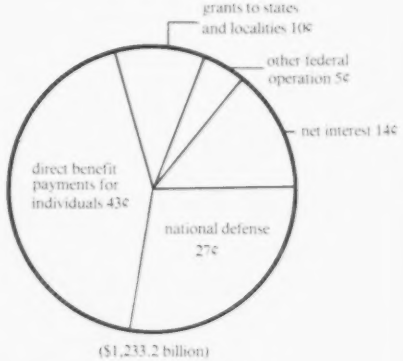
The Federal Government Dollar
Fiscal year 1989 estimate

Where it comes from . . .



($964.7 billion)

Where it goes . . .


grants to states and localities 10¢
other federal operation 5¢
net interest 14¢
direct benefit payments for individuals 43¢
national defense 27¢

($1,233.2 billion)

Source: Office of Management and Budget, *U.S. Budget in Brief, Fiscal Year 1989* (Washington, D.C.: Government Printing Office, 1988)

75. Determine whether each of the following taxes is most often progressive, regressive, or proportional:

    A. federal estate tax

    B. federal excise tax

    C. federal income tax

    D. state sales tax

Answer questions 76-78 based on the information in the graphs, "The Federal Government Dollar, Fiscal Year 1988 Estimate."

76. What is the largest source of government revenue?

77. An estimated 10 percent of government expenditures go to _____.

78. The fiscal year 1988 budget is:

    a. a balanced budget.
    b. a deficit budget.
    c. a surplus budget.
    d. an unconstitutional budget.

79. Because a large **national debt** increases the total demand for money in the economy, the federal government must compete with private borrowers for a limited amount of money when the economy is operating near capacity. Which of the following changes in the economy is *not* a direct result of this situation?

    a. an increase in interest rates
    b. a reduction in business expansion and home purchases
    c. a reduction in federal income tax revenue
    d. a reduction in the number of individuals and businesses that can take out loans

80. In recent years, federal and state officials have advocated the passage of a constitutional amendment that would require Congress to balance the budget every year. Supporters of such an amendment argue that Congress will not balance the budget unless it is required to do so by law because legislators fear that they will lose the support of special interest groups and voters if they reduce federal spending. An *opponent* of such an amendment would be likely to make all of the following arguments *except*:

    a. A balanced-budget amendment would reduce the burden of the federal government in funding social programs.
    b. A balanced-budget amendment would restrict the flexibility in spending necessary to hold the country together, particularly during an economic crisis.
    c. A balanced-budget amendment would strain relations between the federal government and state and local governments because Congress would have to reduce its allocations to these entities.
    d. An immediate effect of a balanced budget would be an increase in the unemployment rate because of reductions in government spending.

81. What is fiscal policy?

82. Determine whether each of the following economic policies is typically promoted by **Keynesian** economists, **monetarists**, or **supply-side** economists.

    A. increasing government spending to reduce unemployment

    B. reducing corporate taxes to encourage businesses to increase their supply of goods and services

    C. stabilizing growth of the money supply and allowing the free market to determine interest rates, price levels, and unemployment

83. Each of the following theories describes the role of government in directing a nation's economy. Match each theory with the modern economist who developed it:

    A. Fiscal policy has little predictable effect on inflation or deflation, unemployment or mass employment. Economic growth can be controlled only through the money supply.

    B. National governments have a responsibility to promote economic prosperity and reduce unemployment by using fiscal policy to influence the total demand for goods and services in the economy.

    C. A fiscal policy that reduces taxes will encourage individuals and corporations to invest more money, thereby stimulating national output.

    a. John Maynard Keynes

    b. Milton Friedman

    c. Arthur Laffer

84. *Hypothetical situation*: Because Nation B produces cheaper bicycles, the citizens of Nation A buy more bicycles produced in Nation B than bicycles produced in Nation A. To protect its bicycle industry, the government of Nation A could impose each of the following policies. Identify each policy as a tariff, a subsidy, or a quota.

    A. Nation A grants money to the bicycle industry in order to allow it to meet some of its production costs.

    B. Nation A levies a surcharge on bicycles imported from Nation B, making domestically produced bicycles a better buy.

    C. Nation A limits the number of bicycles imported from Nation B, allowing the domestic bicycle industry to gain a bigger share of the market.

As director of the Office of Management and Budget, James C. Miller III was responsible for implementing the fiscal policy of the Reagan administration.

In his major work, *General Theory of Employment, Interest, and Money*, John Maynard Keynes explained how a capitalist economic system could become stalled during a depression, such as that which existed in the 1930s. He concluded that no automatic mechanism exists within capitalism to generate a high level of employment.

The United States imports more goods than it exports, resulting in a trade deficit that totaled $169.8 billion in 1986. According to economists, hundreds of thousands of Americans have lost their jobs as a result of this trade deficit and American consumers are sending billions of dollars to foreign companies.

85. Which of the following is *not* a reason why the U.S. government might impose a trade restriction?

    a. Trade restrictions help phase out inefficient industries.
    b. Trade restrictions promote the development of industries critical to the national defense.
    c. Trade restrictions promote new industries that are struggling to become established.
    d. Trade restrictions protect jobs in the United States.

86. Which of the following changes in shoe prices would most likely result from a U.S. quota on Italian shoes?

    a. Prices would fall in both countries.
    b. Prices would fall in the United States and rise in Italy.
    c. Prices would rise in both countries.
    d. Prices would rise in the United States, but fall in Italy.

87. How does a **cartel**, such as the Organization of Petroleum Exporting Countries (OPEC), restrict competition?

88. The exchange rates for major international currencies are controlled by a **floating exchange system**. Floating exchange rates are determined by:

    a. the gold standard.
    b. an international agreement monitored by the United Nations.
    c. regulation by individual governments.
    d. supply and demand.

89. If the English pound depreciates from $1.80 to $1.70, the dollar price of a sweater that sells for 30 pounds in London will decrease by $_____.

90. Suppose the exchange rate of dollars to yen is eight dollars to 1,000 yen. Calculate the dollar price of a tape recorder that sells in Japan for 2,500 yen.

91. Determine whether each of the following changes in the U.S. economy is most likely a result of a dollar that is strong in relation to foreign currency or that is weak in relation to foreign currency:

    A. Foreign investment in the United States decreases.

    B. The price of goods exported from the United States decreases.

    C. The price of goods imported into the United States decreases.

92. Determine whether each of the following groups of Americans is likely to benefit more from a strong dollar or from a weak dollar:

    A. consumers

    B. farmers who export their crops

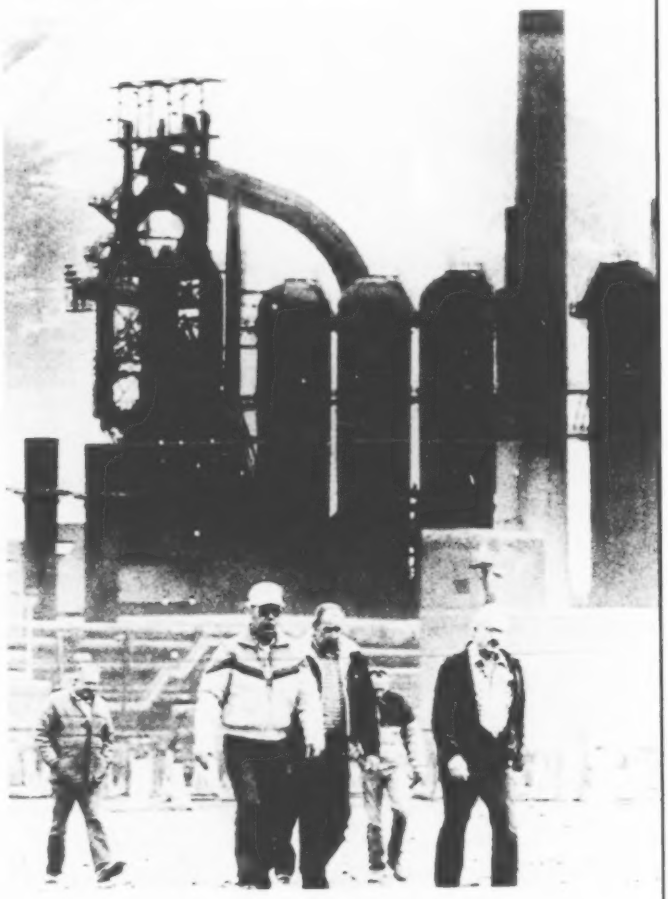
    C. producers who rely on imported raw materials

    D. tourists traveling abroad

    E. autoworkers, who are producing a product that must compete with foreign imports

93. To combat the decline of the dollar in relation to other currencies, the Fed might:

    a. buy government securities.
    b. lower the discount rate.
    c. lower the reserve rate.
    d. raise the discount rate.



During the last decade, the United States has moved from a manufacturing economy to a service economy. Many so-called "heavy industries," such as steel, have been especially hard hit by foreign manufacturers who are able to produce goods at lower costs.

13. America's Land and People

Geography is the study of the relationship between human beings and the planet on which they live. People have always been curious about the world around them. Ancient Greeks used mathematical formulas to prove the world was round. Marco Polo traveled to unfamiliar lands to bring back exotic goods and exciting stories. Fifteenth- and sixteenth-century explorers, such as Columbus and Magellan, were eager to find out all they could about the new lands they discovered. The explorers, mapmakers, and naturalists in the New World encountered something new at every turn.

Modern geographers study how the physical geography of an area—including the topography, climate, and mineral deposits—influences the culture of the people who live there. Where people live often plays a major role in the houses they build, the food they eat, and even the type of government they develop. Political boundaries, trade routes, and languages have been greatly affected by the local geography. Political maps reveal many international borders that follow rivers or mountain ranges. History tells many stories of rivalry and war between nations who sought to expand their boundaries or seize their neighbors' natural resources.

Geography also affects the economic development of a region. For example, industry developed in New England because its terrain and climate were not suitable for extensive agriculture, but its abundant and fast-moving streams could power factories. By contrast, the flat terrain, fertile soil, and mild climate of the South were perfect for large-scale agriculture.

While people adapt to their environment, they often use technology to change it for their benefit. Thus, irrigation changed the Imperial Valley of California from a desert into a productive agricultural center. Dams allow people in the arid West to store precious water and generate electricity. Completion of the St. Lawrence Seaway opened the Great Lakes to ocean-going ships. However, people often cause problems by altering their physical surroundings. Pollution, soil erosion, and deforestation are three of the many ways that the earth has been damaged by human action.

1. Geographers generally approach their discipline through a spatial perspective, which analyzes where things are located, or through an ecological perspective, which analyzes the interrelationship between humans and their environment. Determine whether each of the following questions typifies a spatial perspective or an ecological perspective:

   A. "How many miles is it from Boston, Massachusetts, to San Francisco, California?"

   B. "What is the population density of Georgia?"

   C. "Where is Houston, Texas?"

   D. "Why did the settlers of the Great Plains build sod houses?"

2. Briefly describe how and when the United States acquired each of the nine regions identified on the map below.

3. Briefly describe how and when the United States acquired each of the following territories:

   A. the Philippines, which was granted independence in 1946

   B. Puerto Rico

   C. Guam

   D. American Samoa

   E. Panama Canal Zone, which will be returned to Panama in the year 2000 as a result of a 1978 treaty

   F. Virgin Islands

   G. Pacific Islands Trust (Micronesia)

4. Each of the following phrases accurately describes the location of Washington, D.C. Which indicates its **absolute location**?

   a. 38°54'N, 77°01'W
   b. on the Potomac River
   c. more than 100 miles southwest of Philadelphia
   d. on the Atlantic coast

5. Do the forty-eight contiguous states extend farther in **latitude** or in **longitude**?

6. Linda Roberts, who lives in Seattle, Washington, wants to watch the Seattle Mariners play the Boston Red Sox, a game that begins in Boston at 2:00 p.m. At what time would she need to turn on her television?

7. *Hypothetical situation*: You work at an investment bank in New York City that has branch offices in Atlanta, Chicago, Des Moines, Phoenix, and San Francisco. Upon arriving at 8:45 a.m., your supervisor asks you to find out each branch's total holdings as soon as possible. She tells you that the information will be available at 9:30 a.m. "their time." When should you call each bank?

8. The physical geography of the earth's surface has resulted from billions of years of gradual change. Match each of the following landforms with the type of change that caused its creation:

A. Appalachian Mountains	a. folding
B. Great Lakes	b. faulting
C. Hawaiian Islands	c. glaciation
D. Sierra Nevada Mountains	d. volcanism

9. Long Island, New York, was created by:

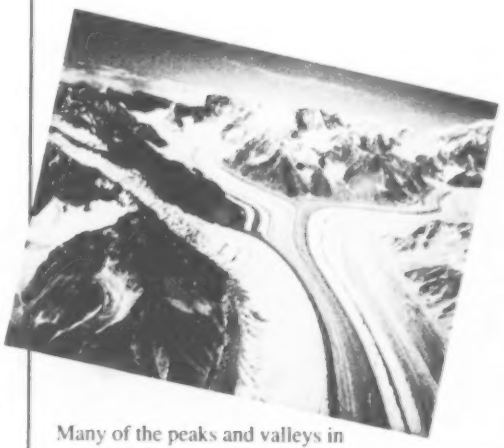
   a. debris pushed in front of a glacier.
   b. the movement of **tectonic plates**.
   c. volcanic eruptions.
   d. wind erosion.

10. What caused the formation of the "10,000 lakes" in Minnesota?

11. Match each of the following terms used to describe the physical environment with the location where the landform could be found:

A. archipelago	a. along the Colorado River in the Grand Canyon
B. cataracts	b. in the foothills between the Appalachians and the Atlantic coastal plains
C. delta	c. Hawaii
D. piedmont	d. at the mouth of the Mississippi River

Kilauea is the world's largest active volcanic crater. It is located in Volcanoes National Park on the island of Hawaii.



Many of the peaks and valleys in Alaska's Denali National Park were carved by powerful glaciers, such as the Yentna Glacier shown here.

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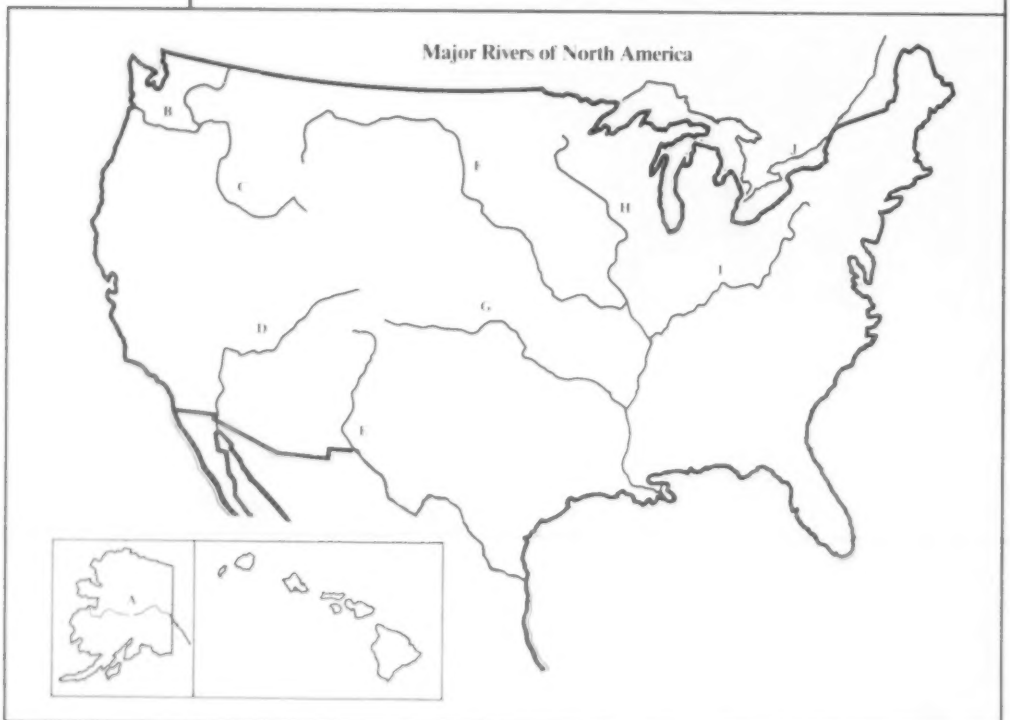
12. Earthquakes occur along fault lines when tension between tectonic plates becomes so great that only movement of the earth can release the pressure. What is the name of the California fault line that separates the American plate from the Pacific plate?

13. The Hawaiian Islands is the region of the United States most likely to experience a **tsunami**. What causes a tsunami to occur?

14. The Richter scale measures _____ .

Answer questions 15-17 based on information in the map, "Major Rivers of North America."



15. Name each of the rivers indicated by a letter on the map.

16. Name the river located on the map that:

A. empties into the Gulf of California.

B. flows from Lake Itasca, Minnesota, to the Gulf of Mexico.

C. flows into the Bering Sea.

D. has its source in Lake Ontario.

E. has its source in Columbia Lake, British Columbia, Canada.

F. has its source in Rocky Mountain National Park.

G. is frozen nearly eight months each year.

H. is the longest river in the United States.

I. serves as the border between Mexico and the United States.

17. Because water transportation is cheap and convenient, many American cities are located on major bodies of water. Plot the cities below on the map and name the river that borders each.

    A. Albuquerque, New Mexico

    B. Cincinnati, Ohio

    C. Memphis, Tennessee

    D. Minneapolis, Minnesota

    E. Omaha, Nebraska

    F. Portland, Oregon

    G. Wichita, Kansas

18. *Hypothetical situation*: Your uncle owns a paper mill in Chicago and has hired you to navigate a cargo ship from Chicago to the Atlantic Ocean. Name the major bodies of water, in order, through which you will pass.

19. While some political boundaries follow lines of latitude and longitude, the borders of other states are based on the location of rivers or landforms. Identify each of the following:

    A. the four states whose borders are based only on lines of latitude and longitude

    B. the five states that are bordered by the Mississippi River on the west

    C. the five states that are bordered by the Mississippi River on the east

    D. the river that forms the border between New Hampshire and Vermont

    E. the river that forms part of the border between Texas and Oklahoma

    F. the river that forms the border between South Carolina and Georgia

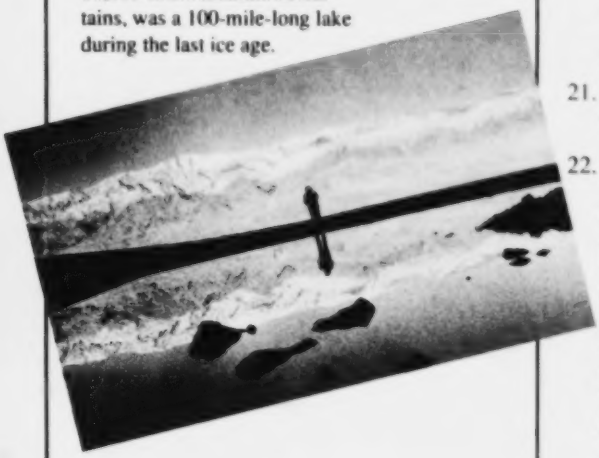
    G. the two states that are divided by the Great Smoky Mountains in the Appalachians

    H. the two states that are divided by the Bitterroot Range in the Rockies

The St. Lawrence Seaway, which was financed and constructed in a joint project undertaken by Canada and the United States, allows cargo ships and oil tankers to travel from Montreal to Lake Superior.

Swimmers enjoy the recreational features of reservoirs often created by hydroelectric dams. Grand Coulee Dam on the Columbia River in Washington is the most powerful hydroelectric plant in the United States.

The lowest spot in the Western Hemisphere—282 feet below sea level—is near Badwater in Death Valley, which lies along the border between California and Nevada. The salt-caked valley, which is bounded by the 11,000-foot Panamint Mountains, was a 100-mile-long lake during the last ice age.



The Everglades, which encompasses more than 1.5 million acres in southern Florida, is the largest subtropical wilderness in the continental United States.

20. If you drove from the Pacific coast to the Atlantic coast, in what order would you pass through the following **topographic** regions?

    ____ Appalachian Mountains

    ____ Atlantic coastal plains

    ____ Great Basin

    ____ Great Plains

    ____ Mississippi River Valley

    ____ Ozark plateau

    ____ Rocky Mountains

    ____ Sierra Nevada Mountains

21. At 20,320 feet, Mt. McKinley is the highest point in the United States. In what mountain range is Mt. McKinley located?

22. Name the state in which you would be vacationing if you saw:

    A. apple trees, Mount Rainier, and Puget Sound.

    B. beef cattle, the Laguna mesa, and White Sands National Monument.

    C. cranberry bogs, Nantucket Island, and Plymouth Plantation.

    D. dairy cattle, the Appalachian Mountains, and the Liberty Bell.

    E. wheat fields, the Arkansas River, and Dodge City.

    F. oil derricks, the Brooks Range, and Kodiak Island.

    G. orange groves, Lake Okeechobee, and Key West.

23. Match each of the following climates with the U.S. city that has weather typical of its characteristics:

    A. humid continental climate, characterized by four distinct seasons with differing temperatures and levels of precipitation

    B. humid subtropical climate, characterized by hot, wet summers and moderate, moist winters

    C. marine west coast climate, characterized by heavy precipitation and moderate temperatures year round

    D. mediterranean climate, characterized by dry, hot summers and wet, mild winters

    E. mid-latitude desert climate, characterized by direct sunshine and little rainfall year-round, and hot, dry summers

    F. subarctic climate, characterized by cold temperatures and little snowfall

    a. Detroit, Michigan

    b. Juneau, Alaska

    c. Mobile, Alabama

    d. Portland, Oregon

    e. Salt Lake City, Utah

    f. San Diego, California

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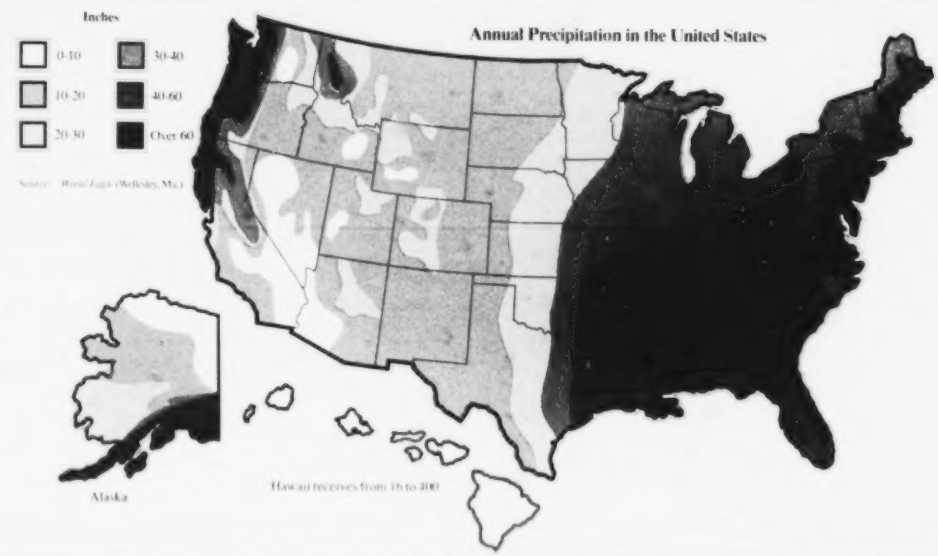
24. How does climate differ from weather?

Answer question 25 based on the information in the map, "Annual Precipitation in the United States."



25. Which of the following regions receives the most annual precipitation?

    a. Midwest
    b. Northeast
    c. Southeast
    d. Southwest

26. Grasslands, such as those in Iowa, Kansas, and Nebraska, are typically found between arid climates and humid climates. Why do these states receive little precipitation from the west? Why do they receive little precipitation from the east?

27. The spot with the world's highest annual rainfall is located in Hawaii. Why does Hawaii receive heavy precipitation?

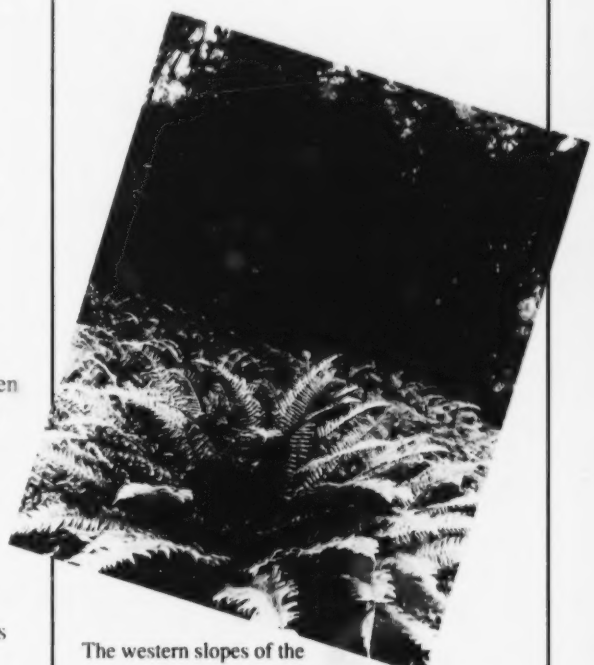
28. Southern California and the Sahara Desert both receive approximately ten inches of rainfall annually. But southern California, while arid, is not a desert. Why?

29. The temperature decreases approximately 3.5 degrees for every 1,000 feet in altitude. Why is it colder at high altitudes?

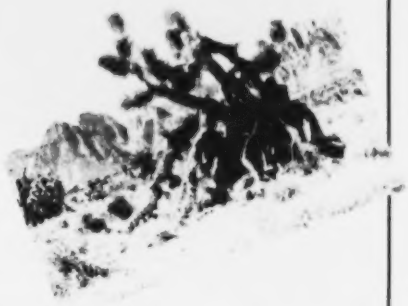
30. Why do arid desert regions such as Death Valley experience extreme changes in temperature from day to night?

31. All of the following factors contribute to the problem of smog in the Los Angeles basin *except*:

    a. automobile emissions
    b. the San Bernardino Mountains
    c. the Santa Ana winds
    d. a **temperature inversion**



The western slopes of the Olympic Range in Washington receive up to twelve feet of rain annually, which creates the right conditions for the growth of extensive flora. Coniferous fir trees there stand 200 feet above the lush undergrowth of ferns, vines, and shrubs.



Joshua trees are one of the few species of trees found in the Mojave Desert of California and Nevada. Joshua trees, once widespread, now survive only on the higher elevations of the desert where they receive more than ten inches of rain or snow runoff from nearby mountains.

Trees provide valuable clues to geographers studying the history of a region. The age of a tree can be determined by the number of rings found in its trunk. Scientists can determine which seasons were wet and which were dry by examining the width of the rings, which vary according to the amount of rainfall.

32. Hurricanes, which are tropical storms that have winds of more than 75 miles per hour, occur primarily in which region of the continental United States?

33. Tornadoes occur most frequently in the central United States, especially in Oklahoma, Kansas, and the Texas Panhandle. What weather pattern causes a tornado to occur?

34. The Gulf Stream has the largest impact on the climate of which of the following states?

    a. Florida
    b. Maine
    c. Texas
    d. Virginia

35. Seattle, Washington, and Quebec City, Quebec, are located at approximately the same latitude. Which has more moderate temperatures? Why?

36. Which of the following locations is in a **rain shadow**?

    a. Boise, Idaho
    b. Denver, Colorado
    c. San Francisco, California
    d. Tulsa, Oklahoma

37. While coniferous trees dominate the forests of the western United States, mixed forests containing both coniferous and deciduous trees exist in the eastern United States. What is the main difference between coniferous and deciduous vegetation?

38. What is a timber line?

39. A **tundra** could be found in which U.S. state?

40. In which of the following states could you find a **savanna**?

    a. Arizona
    b. Florida
    c. Oregon
    c. South Dakota

41. The highest-quality soil for agriculture in the United States is found in the grasslands of the Great Plains. How do grasses contribute to the deep organic materials found in these soils?

42. Since the colonial period, the economy of the Southeast has depended on agriculture while the economy of the Northeast has focused on manufacturing. Which of the following factors has contributed to the superiority of agriculture in the Southeast over that in the Northeast? (*More than one answer may be correct.*)

    a. a higher level of annual precipitation
    b. a higher population density
    c. a longer growing season
    d. richer soils

43. Because humans are part of the delicate **ecosystem** of an area, a change in lifestyle often affects the natural environment. When cattle ranching was introduced into Texas, for example, the prairie, which had consisted of grasses four to six feet tall, began to turn into a brushland. Soon, trees began to grow. How did the introduction of cattle into this area cause this change in vegetation?

44. How did the cultivation of wheat on the southern portion of the Great Plains contribute to the Dust Bowl of the 1930s?

45. Which region of the United States suffers from **desertification**?

46. Desertification is intensified by all of the following *except:*

    a. deforestation
    b. grazing animals
    c. dry farming
    d. the use of windmills

47. Give two options that politicians and scientists are studying as solutions to the water shortage problem in southern California.

48. The Native Americans who lived on the Great Plains cultivated only land near rivers. How did the climate of this area discourage them from more widespread agriculture?

49. The Native Americans who lived on the Ozark plateau annually burned the land to increase their hunting prospects. How does fire contribute to an increase in the number of wild animals that live in a particular area?

50. Determine whether each of the following has increased or decreased since 1970:

    A. the average farm size in the United States

    B. the number of people who live on farms in the United States

    C. the number of farms in the United States

51. In 1986, approximately what percentage of Americans lived on farms?

    a. less than 3 percent
    b. 7-10 percent
    c. 17-20 percent
    d. 27-30 percent

52. In 1986, the United States was the leading exporter of which two grain crops?

53. Name the *two* states that led the United States in the production of each of the following crops in 1986:

    A. corn

    B. soybeans

    C. wheat

54. In 1986, what state led the United States in the production of potatoes?

55. Some 220,000 acres of Hawaiian land are used for the cultivation of the state's largest crop. Name this crop.

56. How does the growing season of spring wheat, which is planted on the northern Great Plains, differ from that of winter wheat, which is planted farther south?

57. The expansion of the cotton belt has intensified the problem of soil erosion. In which direction has the cotton belt expanded over the last two hundred years?

58. Briefly explain how the climate of the upper Midwest's dairy belt has contributed to the **specialization** on dairy products in this region.

Both annual and perennial plants live in the southwestern deserts. Perennials, such as this ocotillo bush, can survive for long periods of time on little water because they have extensive root systems, which can absorb water from far away, and small leaf systems, which need very little water. Annual plants have a life cycle in which they cycle from seed to plant to flower, and then back to seed. During the seed stage, annuals need no water because they lie dormant, but they germinate and blossom quickly when rain comes.

Cattle eat the remnants of a North Dakota cornfield that has been ruined by drought and grasshoppers. Despite an undependable water supply, the Great Plains produces most of the country's agricultural products.

Tobacco farming has been an important part of the economy of the mid-Atlantic states since John Rolfe introduced a new strain of tobacco from the West Indies in the seventeenth century. In 1986, North Carolina and Kentucky were the largest producers of tobacco in the United States.

Windmills have been used to irrigate the central United States since the 1800s. The Great Plains region, which receives strong, constant winds due to the lack of landforms and vegetation, has long benefited from the use of wind power.

59. Drought-resistant plants, such as African sorghums, have been introduced on the Great Plains. For what are these grains used?

60. To overcome problems that result from the extensive use of soil, farmers use the following techniques. Briefly explain each of them:

    A. crop rotation

    B. dry farming

    C. strip cropping

61. Alaska's economy relies on all of the following *except*:

    a. dairy products
    b. oil
    c. salmon
    d. timber

62. Determine whether each of the following sources of fuel is a **renewable resource** or a **nonrenewable resource**:

    A. coal

    B. hydroelectricity

    C. natural gas

    D. petroleum

    E. solar energy

    F. wind

63. Because **fossil fuels** are nonrenewable sources of energy, many Americans believe that nuclear power plants should be built. But others believe that nuclear plants threaten the safety of nearby residents. Approximately how many nuclear power plants are there in the United States?

    a. 100
    b. 200
    c. 300
    d. 400

64. What two states have the largest iron ore deposits in the United States?

65. Butte, Montana, has been called "the richest hill on earth" because of its deposits of _____.

66. Name the fertilizer mineral that is mined extensively in:

    A. the area near Tampa, Florida.

    B. New Mexico.

Answer questions 67-68 based on the following excerpt from Blue Highways, *written by William Least Heat Moon.*

> The first highway: Interstate 70 eastbound out of Columbia, Missouri. The road here follows, more or less, the Booneslick Trail, the initial leg of the Oregon Trail; it also parallels both the southern latitude of the last great glacier in central Missouri as well as the northern boundary of the Osage Nation. The Cherokee and I had skirmished its length in Missouri and Illinois for ten years, and memory made for hard driving that first day of spring. But it was the fastest route east out of the homeland. When memory is too much, turn to the eye. So I watched particularities.
>
> Item: a green and grainy and corrupted ice over the ponds.
>
> Item: blackbirds, passing like storm-borne leaves, sweeping just above the treetops, moving as if invisibly tethered to one will.
>
> Item: barn roofs painted VISIT ROCK CITY—SEE SEVEN STATES. Seven at one fell swoop. People loved it.
>
> Item: uprooted fencerows of Osage orange (so-called hedge apples although they are in the mulberry family). The Osage made bows and war clubs from the limbs; the trunks, with a natural fungicide, carried the first telegraph lines; and roots furnished dye to make doughboy uniforms olive drab. Now the Osage orange were going so bigger tractors could work longer rows.
>
> (*Blue Highways: A Journey into America* by William Least Heat Moon © 1982 by William Least Heat Moon. By permission of Little, Brown and Company)

67. Which of Least Heat Moon's "items" describes part of the:

    A. **built environment**

    B. **natural environment**

68. This excerpt describes ways that people adapted the natural environment to fulfill their needs. In what three ways had different cultures used the Osage orange?

69. The names of many places in the United States reflect the history of the earliest settlers of North America. Match each of the following state names with its meaning:

A. Algonquin for "large prairie place"	a. Connecticut
B. Chippewa for "great water"	b. Kansas
C. Iroquois for "good river"	c. Michigan
D. Mohican for "long river place"	d. Ohio
E. Navajo for "upper" or "higher up"	e. Utah
F. Sioux for "south wind people"	f. Wyoming

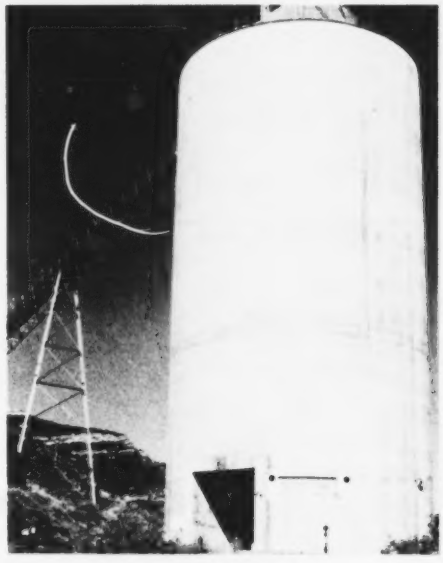
70. The names of many places in the United States reflect the early history of North America.

    A. Identify five **toponyms** in the lower Mississippi valley that illustrate the history of France's presence in this region.

    B. Identify four southwestern states whose names illustrate the history of Spain's presence in this region.

71. A culture's perception of a region can change when introduced to new information. What are the two ways in which cultures acquire new ideas?

72. What is acid rain and what effect does it have on the earth?



Coal, a fossil fuel, provides more than 50 percent of the energy used for electricity in the United States. Large coal deposits are found in the Appalachian Mountains, as well as in Montana and Illinois.

This dwelling in Mesa Verde, Colorado, was built by the Anasazi people between the eleventh and thirteenth centuries. These people, who grew corn, beans, and squash on mesa tops, built fortress-like towns in the sides of cliffs and the mouths of caves to protect against raids by nomadic groups.

Upon moving to the treeless Great Plains, settlers built their homes of sod rather than wood.

73. Some scientists are concerned that the smoke and dust generated by a large-scale nuclear war could block sunlight from reaching the earth. This phenomenon is known as _____.

74. The Population Reference Bureau estimates that the population of the United States is currently more than 238 million.

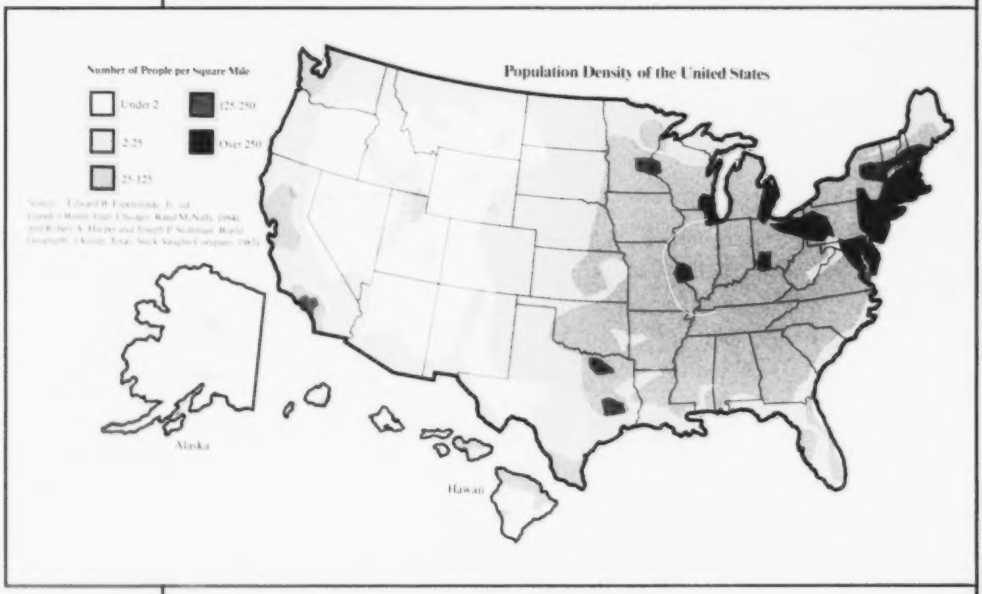
    A. In what position does the United States rank in the world in terms of population?

    B. Name the countries that have a larger population than the United States.

75. In a **cartogram** based on the populations of the fifty states, which of the following four states would be the largest? Which would be the smallest?

    a. Alaska
    b. Illinois
    c. New York
    d. Rhode Island

Answer questions 76-77 based on the information in the map, "Population Density of the United States."



76. According to the information on this map, **population density** is:

    a. clustered.
    b. constantly changing.
    c. even.
    d. random.

77. Which region of the United States has the highest population density?

78. Which state has the highest population density?

79. Which state has the lowest population density?

80. Hawaii is made up of eight principal islands, one of which is largely uninhabited. More than 80 percent of the population lives on which island?

81. In 1920, the Census Bureau reported that, for the first time in U.S. history, more than half of the American population lived in cities. What percentage of Americans currently live in cities?

    a. 40-50 percent
    b. 51-60 percent
    c. 61-70 percent
    d. 71-80 percent

82. Name the five most populous cities in the United States.

83. **Geographic inertia** is most likely to have the largest effect on the location of the center of which of the following economic activities?

    a. banking
    d. cattle raising
    b. corn production
    c. oil refining

84. In 1973, sociologist Edzel Pearcy proposed that the United States should be divided into thirty-eight states of approximately the same size. How did Pearcy derive the boundaries of his thirty-eight states?

85. The following terms are used by geographers in studying the **demography** of a country or region. Briefly define each of them.

    A. infant mortality rate

    B. natural increase rate

    C. replacement level

    D. total fertility rate

86. For each of the following statistics, determine whether the U.S. average is higher or lower than the world average:

    A. Birth rate: 15.8 per 1,000

    B. Death rate: 8.8 per 1,000

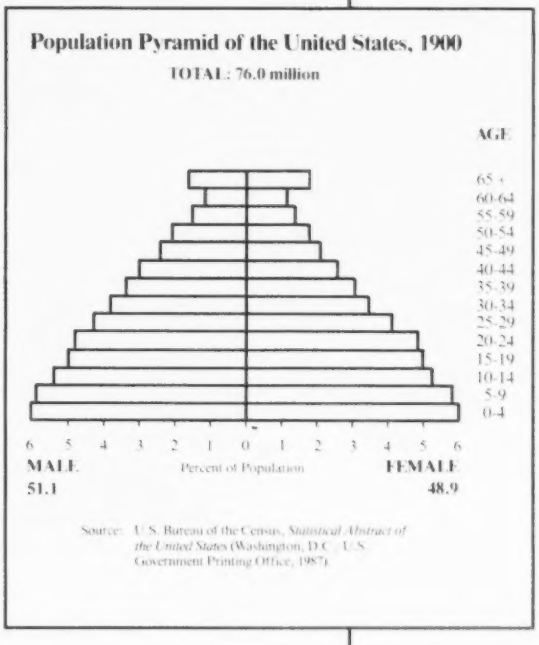
    C. Natural increase rate: 7.0 per 1,000

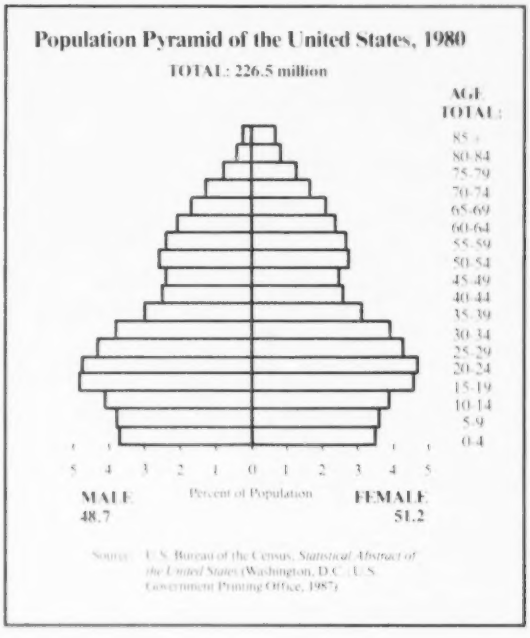
87. According to 1984 statistics, the United States has a doubling time of 78 years. What is a doubling time?

Many people who live in New York City's suburbs pass through Grand Central Station in their daily commute to work in the city. Advances in transportation have allowed people to live outside center cities.

Crested Butte, Colorado, which attracted large numbers of settlers when gold was discovered nearby in the 1880s, now supports its population of 730 as a ski resort and coal-mining point. Many other American towns have faced drastic change as a result of changes in their situational characteristics. Throughout history, discoveries of valuable mineral deposits have resulted in "boom towns" that have grown almost overnight and become empty "ghost towns" after the supply of the mineral was exhausted.

Answer question 88 based on the information in the charts, "Population Pyramids of the United States, 1900 and 1980."





88. Which of the following conclusions can you make from these charts? (*More than one answer may be correct.*)

    a. The birth rate was higher in 1980 than in 1900.
    b. The **dependency ratio** was higher in 1980 than in 1900.
    c. Life expectancy was higher in 1980 than in 1900.
    d. The rate of immigration was greater in 1980 than in 1900.

89. Rank the following groups in order from those with the longest to those with the shortest life expectancy.

    _____ black females

    _____ black males

    _____ white females

    _____ white males

90. In the United States, recent low birth rates combined with low death rates have led to:

    a. an increase in the proportion of elderly in the population.
    b. an increase in the proportion of infants in the population.
    c. a net reproduction level that is less than zero.
    d. zero population growth.

91. Black Americans comprise the largest minority group in the United States. Approximately what percentage of the resident population of the United States is black?

    a. 6 percent
    b. 12 percent
    c. 24 percent
    d. 48 percent

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92. Immigrants are entering the United States in the 1980s at a greater rate than any decade since the early 1900s. Which of the following statements is *not* a reason for this immigration?

    a. Mexicans have established a **migration chain**.
    b. Refugees have fled political unrest in Southeast Asia.
    c. A severe economic depression has occurred in Mexico.
    d. A U.S. policy has allowed unrestricted immigration.

93. The following three statements accurately describe which state?

    • In 1984, more than 17 percent of the total number of legal immigrants settled in this state.

    • Nearly 50 percent of the total number of illegal aliens living in the United States currently reside in this state.

    • Demographers estimate that this state will be the first state in the continental United States in which minorities will comprise the majority of the population.

94. From 1981 to 1985, almost half of all legal immigrants came from which continent?

95. From 1981 to 1985, the largest number of legal immigrants came from what three countries?

96. Which of the following areas had the highest **population persistence**?

    a. Kansas in 1875
    b. the Pennsylvania Amish community in 1955
    c. Massachusetts Bay Colony in 1675
    d. New York City in 1985

97. All of the following factors have contributed to the recent migration from the frostbelt to the sunbelt *except:*

    a. the availability of energy in the forms of petroleum and natural gas
    b. a decrease in the cost of land in the sunbelt states
    c. an increase in the number of manufacturing jobs in the sunbelt states
    d. low labor costs in the sunbelt due to a labor force that has fewer unionized workers

98. Name two ways that the migration of individuals within the United States might affect national politics.

Yellowstone Lake is one of the popular attractions at Yellowstone National Park. Founded in 1872, Yellowstone is the nation's oldest national park and largest wildlife preserve. It encompasses more than 2 million acres in Wyoming, Idaho, and Montana.

The Constitution of the United States

Portions of the text printed in italics have been changed by amendment or have gone out of date.

Preamble
We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article 1. The Legislative Branch

Section 1. Congress
All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. House of Representatives
1. Election and Term of Members. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

2. Qualifications. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

3. Apportionment of Representatives. Representatives *and direct taxes* shall be apportioned among the several states which may be included within this Union, according to their respective numbers *which shall be determined by adding the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.* The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every 30,000, but each state shall have at least 1 Representative; *and until such enumeration shall be made, the state of New Hampshire shall be entitled to choose 3; Massachusetts, 8; Rhode Island and Providence Plantations, 1; Connecticut, 5; New York, 6; New Jersey, 4; Pennsylvania, 8; Delaware, 1; Maryland, 6; Virginia, 10; North Carolina, 5; South Carolina, 5; and Georgia, 3.*

4. Vacancies. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

5. Impeachment. The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

Section 3. Senate
1. Number of Members and Terms of Office. The Senate of the United States shall be composed of two Senators from each state *chosen by the legislatures thereof,* for six years, and each Senator shall have one vote.

2. Classification; Vacancies. *Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.*

3. Qualifications. No person shall be a Senator who shall not have attained the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

4. The President of the Senate. The Vice-President of the United States shall be president of the Senate, but shall have no vote, unless they be equally divided.

5. Other Officers. The Senate shall choose their other officers, and also a president pro tempore, in the absence of the Vice-President, or when he shall exercise the office of the President of the United States.

6. Impeachments. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

7. Penalty for Conviction. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

Section 4. Elections and Meetings
1. Holding elections. The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing senators.

2. Meetings. The Congress shall assemble at least once in every year, *and such meeting shall be on the first Monday in December,* unless they shall by law appoint a different day.

Section 5. Procedure

1. Organization. Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each house may provide.

2. Proceedings. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and with the concurrence of two-thirds, expel a member.

3. The Journal. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

4. Adjournment. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Section 6. Privileges and Restrictions

1. Pay and Privileges. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law and paid out of the Treasury of the United States. They shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning home from same: and for any speech or debate in either house, they shall not be questioned in any other place.

2. Restrictions. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time, and no person holding any office under the United States shall be a member of either house during his continuance in office.

Section 7. Passing Laws

1. Revenue Bills. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

2. How a Bill Becomes a Law. Every bill which shall have passed the House of Representatives and the Senate shall, before it becomes a law, be presented to the President of the United States; if he approves, he shall sign it, but if not, he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and, if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Presidential Approval or Veto. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations in the case of a bill.

Section 8. Powers Delegated to Congress

The Congress shall have power

1. To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;

3. To regulate commerce with foreign nations, and among the several states, *and with the Indian tribes*;

4. To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standards of weights and measures;

6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

7. To establish post offices and post roads;

8. To promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

9. To constitute tribunals inferior to the Supreme Court;

10. To define and punish piracies and felonies committed on the high seas and offenses against the law of nations;

11. To declare war, *grant letters of marque and reprisal*, and make rules concerning captures on land and water;

12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

13. To provide and maintain a navy;

14. To make rules for the government and regulation of the land and naval forces;

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states, respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

17. To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings;—and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

Section 9. Powers Denied to the Federal Government

1. *The migration or importation of such persons as any of the states now existing shall think proper to admit shall not be prohibited by the Congress prior to the year 1808; but a tax or duty may be imposed on such importation, not exceeding $10 for each person.*

2. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or ex post facto law shall be passed.

4. *No capitation or other direct tax shall be laid, unless in proportion to the census herein before directed to be taken.*

5. No tax or duty shall be laid on articles exported from any state.

6. No preference shall be given any regulation of commerce or revenue to the ports of one state over those of another; nor shall vessels bound to, or from, one state, be obliged to enter, clear, or pay duties in another.

7. No money shall be drawn from the Treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

Section 10. Powers Denied to the States

1. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debits; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the Treasury of the United States; and such laws shall be subject to the revision and control of the Congress.

3. No state shall, without consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in a war, unless actually invaded, or in such imminent danger as will not admit of delay.

Article 2. The Executive Branch

Section 1. President and Vice-President

1. Term of Office. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the Vice-President, chosen for the same term, be elected as follows:

2. Electoral System. Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. Former Method of the Electoral System. *The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate. The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five*

highest on the list the said House shall in like manner choose the President. But in choosing the President the votes shall be taken by states, the representation from each state having one vote. A quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.

4. Time of Elections. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

5. Qualifications for President. No person except a natural-born citizen *or a citizen of the United States, at the time of the adoption of this Constitution*, shall be eligible to the office of the President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. Filling Vacancies. In the case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

7. Salary. The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

8. Oath of Office. Before he enter on the execution of his office, he shall take the following oath or affirmation;—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Section 2. Powers of the President

1. Military Powers. The President shall be Commander in Chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. Treaties and Appointments. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. Filling Vacancies. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3. Duties of the President

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all of the officers of the United States.

Section 4. Impeachment

The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

Article 3. The Judicial Branch

Section 1. Federal Courts

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation, which shall not be diminished during their continuance in office.

Section 2. Jurisdiction of Federal Courts

1. General Jurisdiction. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states; *between a state and citizens of another state*; between citizens of different states; between citizens of the same state claiming lands under grants of different states, and between a state or the citizens thereof, and foreign states, citizens, or subjects.

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2. Supreme Court. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be a party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

3. Conduct of Trials. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section 3. Treason

1. Definition. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. Punishment. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attainted.

Article 4. Relations Among States

Section 1. Official Acts

Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section 2. Privileges of Citizens

1. Privileges. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

2. Extradition. A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

3. Fugitive Slaves. *No person held in service or labor in one state, under the laws thereof, escaping into another, shall in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.*

Section 3. New States and Territories

1. Admission of New States. New states may be admitted by the Congress into this Union; but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

2. Powers of Congress Over Territories and Other Property. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Section 4. Guarantees to the States

The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature or of the executive (when the legislature cannot be convened) against domestic violence.

Article 5. Methods of Amendment

The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that *no amendments which may be made prior to the year 1808 shall in any manner affect the first and fourth clauses in the Ninth Section of the First Article; and that* no state, without its consent, shall be deprived of its equal suffrage in the Senate.

Article 6. General Provisions

1. Public Debts. All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

2. The Supreme Law. This Constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the constitution or laws of any state to the contrary notwithstanding.

3. Oaths of Office. The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

Article 7. Ratification

The ratification of the convention of nine states shall be sufficient for the establishment of the Constitution between the states so ratifying the same.

DONE in Convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names,

G. Washington—President and deputy from Virginia

NEW HAMPSHIRE
John Langdon
Nicholas Gilman

NORTH CAROLINA
William Blount
Richard Dobbs Spaight
Hugh Williamson

MARYLAND
James McHenry
Daniel of St. Thomas Jenifer
Daniel Carroll

PENNSYLVANIA
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas FitzSimons
Jared Ingersoll
James Wilson
Gouverneur Morris

NEW YORK
Alexander Hamilton

MASSACHUSETTS
Nathaniel Gorman
Rufus King

SOUTH CAROLINA
John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

VIRGINIA
John Blair
James Madison

DELAWARE
George Read
Gunning Bedford
John Dickinson
Richard Bassett
Jacob Broom

NEW JERSEY
William Livingston
David Brearley
William Paterson
Jonathan Dayton

CONNECTICUT
William Samuel Jackson
Roger Sherman

GEORGIA
William Few
Abraham Baldwin

Amendment 1. Freedom of Religion, Speech, Press, Assembly, and Petition (1791)
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Amendment 2. Right to Bear Arms (1791)
A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

Amendment 3. Housing of Troops (1791)
No soldier shall, in time of peace, be quartered in any house, without the consent of the owner; nor in time of war, but in a manner to be prescribed by law.

Amendment 4. Searches and Seizures (1791)
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5. Rights of Accused Persons (1791)
No person shall be held to answer for a capital, or otherwise infamous, crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life and limb; nor shall be compelled, in any criminal case, to be a witness against himself; nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

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Amendment 6. Right to a Speedy, Fair Trial (1791)
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7. Civil Suits (1791)
In suits at common law, where the value in controversy shall exceed $20, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

Amendment 8. Bails, Fines, Punishments (1791)
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9. Powers Reserved to the People (1791)
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment 10. Powers Reserved to the States (1791)
The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

Amendment 11. Suits Against States (1798)
The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States, by citizens of another state, or by citizens or subjects of any foreign state.

Amendment 12. Electing the President and Vice-President (1804)
The electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit, sealed, to the seat of government of the United States, directed to the President of the Senate; the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; the person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. *And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.* The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment 13. Abolition of Slavery (1865)
Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment 14. Citizenship (1868)
Section 1. Citizenship defined. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Apportionment of Representatives. Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, *excluding Indians not taxed.* But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, *being twenty-one years of age* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens *twenty-one years of age* in such state.

Section 3. Disability for engaging in insurrection. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by vote of two-thirds of each house, remove such disability.

Section 4. Public debt. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States *or any claim for the loss or emancipation of any slave*; but all such debts, obligations, and claims shall be held illegal and void.

Section 5. Enforcement. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment 15. Right to Vote (1870)
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or any state on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 16. Income Tax (1913)
The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.

Amendment 17. Electing Senators (1913)
Section 1. Method of election. The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures.

Section 2. Filling vacancies. When vacancies happen in the representation of any state in the Senate, the executive authority of such state shall issue writs of election to fill such vacancies: Provided that the legislature of any state may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

Section 3. Not retroactive. *This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.*

Amendment 18. Prohibition (1919)
Section 1. *After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.*

Section 2. *The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.*

Section 3. *This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.*

Amendment 19. Women's Suffrage (1920)
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment 20. "Lame Duck" Amendment (1933)
Section 1. Beginning of terms. The terms of the President and Vice-President shall end at noon on the twentieth day of January, and the terms of Senators and Representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. Beginning of Congressional sessions. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day.

Section 3. Presidential succession. If at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice-President-elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice-President-elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President-elect nor a Vice-President-elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

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Section 4. Filling Presidential vacancy. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5. Effective date. *Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.*

Section 6. Time limit for ratification. *This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within the seven years from the date of its submission.*

Amendment 21. Repeal of Prohibition (1933)
Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any state, territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. *This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.*

Amendment 22. Two-Term Limit for Presidents (1951)
Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. *(But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.)*

Section 2. *This Article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission to the states by the Congress.*

Amendment 23. Presidential Electors for District of Columbia (1961)

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a state; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 24. Poll Taxes (1964)
Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

Amendment 25. Presidential Disability and Succession (1967)
Section 1. In case of the removal of the President from office or his death or resignation, the Vice-President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take the office upon confirmation by a majority vote of both houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4. Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within 48 hours for that purpose if not in session. If the Congress, within 21 days after receipt of the latter written declaration, or, if Congress is not in session, within 21 days after Congress is required to assemble, determines by two-thirds vote of both houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue to discharge the same as Acting President, otherwise, the President shall assume the powers and duties of his office.

Amendment 26. Voting Age Lowered to 18 (1971)
Section 1. The right of citizens of the United States, who are 18 years of age or older, to vote shall not be denied or abridged by the United States or any state on account of age.

Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

Knowledge of American Political Thought

While the Constitution provides the foundation for America's political institutions, several other documents and speeches have defined our national identity. In preparation for the Citizen Bee, you should locate and read the following documents and speeches:

1. The Declaration of Independence
2. The Articles of Confederation
3. James Madison, *Federalist* 10
4. Abraham Lincoln, Gettysburg Address
5. Franklin D. Roosevelt, First Inaugural Address
6. John F. Kennedy, First Inaugural Address
7. Martin Luther King, Jr., "I Have a Dream" (speech)

After reading each document or speech, you should be able to list its major points; describe the historical context in which it was written or presented; identify all policies, names, and events to which it refers; and define all terms. During the Citizen Bee competition, participants may be asked to identify passages from these works and the authors of these passages.

Knowledge of Government

In addition to the information contained in this book, participants in the Citizen Bee should be able to:

1. Give the name, political party affiliation of, and state represented by each of the following congressional leaders.

Senate	**House of Representatives**
president	speaker
president *pro tempore*	majority leader
majority leader	minority leader
minority leader	majority whip
majority whip	minority whip
minority whip	

2. Give the name, political party affiliation of, and state represented by the chairperson of each of the following congressional committees.

Senate	**House of Representatives**
Appropriations Committee	Appropriations Committee
Budget Committee	Budget Committee
Finance Committee	Ways and Means Committee
Foreign Relations Committee	Agriculture Committee
Judiciary Committee	Judiciary Committee
Armed Services Committee	Armed Services Committee

3. Name the presidents of the United States in chronological order.

4. Name the following current executive branch officials.

ail current cabinet department secretaries
White House chief of staff
National Security Council advisor
Office of Management and Budget director
White House press secretary
Federal Bureau of Investigation director
Central Intelligence Agency director
Federal Reserve Board chairman
U.S. ambassador to the United Nations

5. Name the nine current Supreme Court justices.

Glossary

absolute location—position on the earth indicated by a fixed grid, such as latitude and longitude lines

affirmative action—program to increase employment and enrollment opportunities for minorities

anarchism—theory that all forms of government interfere with individual liberty; an anarchist advocates resistance to, or the violent overthrow of, the established order in favor of complete freedom

appellate jurisdiction—see jurisdiction

apportionment—the distribution of representatives based on population

appropriate—to provide money; an appropriation bill grants money to government agencies for the purpose of carrying out authorized programs

arbitration—situation in which a dispute between two parties is settled by an impartial third party

arraignment—proceeding in which a prisoner is brought before a judge to be identified, hear the charges against him or her, and make a plea

assimilation—process of absorbing immigrants into a society by familiarizing them with the political ideology, customs, and traditions of their new community

authoritarianism—system of government in which a single leader or group assumes absolute power

authorization bill—bill that establishes or continues a federal program, outlines its purposes and procedures, and indicates the amount of money necessary to implement the program

balance of trade—difference in value between a country's imports and exports

bear market—condition of the stock market in which stock values are declining

bill of attainder—law that would punish individuals without granting them a trial

built environment—features of the environment that are manmade

bull market—condition of the stock market in which stock values are rising

bureaucracy—organization within a government or other institution that is characterized by job specialization, hierarchy of authority, and a system of rules

capital goods—items that are used to make other items

capital resources—money or property used to make goods or provide services

capitalism—economic system in which most means of production, distribution, and exchange of goods and services are privately owned

cartel—group of businesses or countries that act together to control the price, production, and sale of a product

cartogram—type of map in which the sizes of political units, such as nations or states, are based on some quantity other than geographical area, such as population or level of GNP

caucus—closed meeting of members of a political party or faction to select leaders or decide policy

censure—formal reprimand for improper conduct of a member of a legislative or administrative body

civil disobedience—refusal to obey laws regarded as unjust

civil law—law that pertains to noncriminal offenses committed by private individuals or groups

civil rights—rights and freedoms guaranteed to the individual as a member of the state

civil service—body of career employees of the government who attain their positions through the merit system

class action suit—lawsuit brought by an individual or group on behalf of all individuals that have the same grounds for action

clear-and-present-danger rule—rule of constitutional interpretation regarding sedition trials which states that the court must decide "whether the words used are in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent"

climate—average weather conditions of a place over a period of time

closed shop—business or industry in which workers must be union members before they can be hired

closed primary—primary election in which only registered party members may participate

cloture—legislative procedure to end debate and bring the measure under discussion to a vote

collective bargaining—negotiation between workers and management to reach agreements on working conditions and wages

command economic system—economic system in which government makes most basic economic decisions and owns or controls productive resources

communism—economic system in which the means of production, distribution, and exchange of goods and services are owned communally by the workers, and private property is abolished

complement items—items that typically are used with a product

concurrent powers—power shared by both the national and state governments

concurring opinion—see opinion

conference committee—group composed of members of both houses of Congress that meets to draft a compromise when the House and Senate have passed different versions of a bill

coniferous tree—type of tree, typically an evergreen, that bears seed in the form of cones

conservative—person who believes that government should use policies that have worked in the past

constituency—citizens represented by a particular legislator

consumer goods—items that people buy and use

consumer price index (CPI)—index that measures the prices of 400 goods and services

containment—U.S. policy to prevent the spread of communism

contempt of court—disobedience of a court order or a court's authority, punishable by a fine or a jail term

corporation—business owned by one or more stockholders, governed by a board of directors elected by the stockholders, and possessing the legal rights of an individual

cost-push inflation—see inflation

criminal law—law that deals with offenses against the safety of citizens and the order of the state

crop rotation—planting the same plot of land with different crops from year to year

cyclical unemployment—see unemployment

deciduous tree—type of broadleaved tree, such as a maple, that drops its leaves during the winter

de facto—condition existing in fact

deflation—decline in prices and wages resulting in decreased prices and increased unemployment

de jure—condition existing by law

delta—a broad area of land where a river breaks into channels at its mouth

demand—quantity of a good or service that consumers will purchase at a given price

demand deposits—bank deposits that are subject to payment on demand, such as checking accounts

demand-pull inflation—see inflation

democracy—government by consent of the people; in a direct democracy, citizens determine their own laws and policies; in a representative democracy, citizens elect officials to determine laws and policies

demography—study of the vital statistics of human populations

dependency ratio—ratio of the percentage of the population under 15 years and over 64 years old to the rest of that population

depression—prolonged slump in business activity marked by high unemployment

desertification—spread of arid, desert conditions into areas adjoining a desert

detente—relaxation of diplomatic and military tensions between nations

dictatorship—government by an individual or a small group who wields absolute power

diffusion—spread of ideas, information, or people from one place to another

diplomacy—practice of conducting negotiations between nations to attain mutually satisfactory political relations

diplomatic recognition—official recognition of the government of another sovereign nation

direct democracy—see democracy

discharge petition—formal request, used in the House of Representatives, by which representatives can force a bill out of committee and onto the floor for action

discount rate—interest rate that banks pay to borrow money from Federal Reserve banks

dissenting opinion—see opinion

double jeopardy—prosecuting a person twice for the same crime

doubling time—number of years in which growing population will double in size

dry farming—farming technique in which a field is planted only every second or third year so that moisture will be restored to the soil

earnings-and-cost approach—method of computing the gross national product by counting all the money received in exchange for goods and services in order to determine their total value

easy money—policy in which the Federal Reserve Board expands the money supply, giving banks more money to lend

ecosystem—a population of organisms and its environment

elasticity—degree to which changes in the price of a product cause changes in the quantity of the product demanded or in the quantity supplied

elastic clause—clause of the Constitution that grants Congress the power to make all laws that are "necessary and proper"

electoral college—body of elected delegates who elect the president and vice president

eminent domain—right of a government to take private property for public use

equilibrium price—price at which the quantity of a product demanded is the same as the quantity supplied

ethnocentrism—belief in the superiority of one's own race, culture, or nation

***ex post facto* law**—law that imposes punishment for an action that was not illegal when it was committed

exclusionary rule—rule that refuses to admit anything obtained in an illegal search as evidence in a criminal trial

executive agreement—agreement made by the president with a head of a foreign nation

executive order—rule or regulation issued by the president that has the force of law

executive privilege—limited right of the president and members of the executive branch to withhold certain information from the public or government

executive session—a session of Congress that is not open to the public

expressed powers—powers granted to a branch or branches of the federal government that are explicitly stated in the Constitution; also called enumerated powers

extradition—delivery of a suspect, fugitive, or prisoner by the authorities of one state or nation to another

fallow—arable land that is temporarily taken out of agricultural use

fascism—dictatorship supported by a single party and maintaining government control over all forms of social and economic activity

fault—landform created by the movement of tectonic plates; a fault line is the division between two tectonic plates

federalism—governing principle in which power is divided between a central government and state or regional governments

filibuster—tactic used by senators to delay action on a bill by speaking continuously

fiscal policy—government taxing and spending decisions used to achieve national economic goals

floating exchange system—system of exchange rates in which supply and demand determine the value of nations' currencies in relation to one another

flow-of-product approach—method of computing gross national product by adding up the money spent on all goods and services in order to determine their total value

fossil fuel—source of energy, such as coal, oil, or natural gas, that comes from fossils of plants or animals dead for millions of years

free enterprise—economic system based on private ownership and free competition involving voluntary exchanges between producers and consumers

frictional unemployment—see unemployment

geographic inertia—tendency for an economic activity to remain in one location even after the conditions that contributed to the selection of this location change

gerrymander—to draw legislative districts in a manner that gives an advantage to one political party

glaciation—changes in landforms caused by the movement of a glacier

grand jury—body that considers evidence presented by government prosecutors and decides if an indictment should be issued

grass roots—local support for an interest group or political party or candidate

gross national product (GNP)—total dollar value of the final goods and services produced for sale during one year in one nation

habeas corpus—legal principle preventing arbitrary imprisonment; a writ of *habeas corpus* is a court order requiring a prisoner be brought before a judge to decide whether he or she is being held legally

holding company—corporation organized to hold bonds or stocks of other companies

horizontal integration—company's expansion in one area of production, such as one steel company buying other steel companies

human resources—individual skills, expertise, or experience used to make goods or provide services

human rights—democratic freedoms such as the right to participate in government, as guaranteed by the United Nations Universal Declaration of Human Rights of 1948

impeachment—process by which the lower house of a legislature submits a formal written accusation against an executive or judicial official who will then be tried by the upper house for reasons of "treason, bribery, or other high crimes and misdemeanors"

imperialism—policy of extending a nation's sovereignty by acquiring foreign territory

implied powers—powers of the federal government that are not explicitly stated in the Constitution but that may be inferred

impound—action whereby the executive branch refuses to spend money appropriated by Congress

incumbent—person currently holding a government office

indictment—formal written accusation brought by a grand jury that charges a person or a group with a crime

inflation—rise in prices and wages resulting in a decrease in the purchasing power of the dollar; cost-push inflation is caused by increased costs, while demand-pull inflation is caused by increased demand

inherent powers—powers of the federal government that are not specifically granted by the Constitution but assumed to be within the realm of sovereign power

initiative—procedure by which citizens can propose a new law by collecting a specific number of signatures on a petition

interest group—group that is organized to influence the passage of public policy or laws that benefit its members

interlocking directorates—business practice in which some or all of the directors of a company serve on the boards of several other companies

isolationism—policy of avoiding political and military alliances with other nations

item veto—power of a chief executive to reject part of a bill while signing the remainder into law

joint committee—legislative committee that includes members of both houses of Congress

joint session—meeting of both houses of a legislature

judicial activism—belief that judges, when ruling on cases, should make policy decisions on social issues

judicial restraint—belief that judges, when ruling on cases, should avoid making policy decisions on social issues

judicial review—authority of the courts to examine legislative or executive actions to determine whether they are unconstitutional

jurisdiction—the limits within which a particular level of government may exercise its power. Also, the authority of a court to hear and decide particular cases: under *appellate jurisdiction*, a court reviews the decisions of lower courts; under *original jurisdiction*, a court hears a case the first time it enters the legal system

Keynesian economics—theory developed by John Maynard Keynes that supports an active role for the federal government in maintaining a healthy economy

laissez faire—policy that government should not interfere with economic and social activities, except for purposes of maintaining order and protecting property

lame duck—incumbent official who cannot be reelected to office

latitude—position north or south of the equator

leaching—process by which minerals and nutrients are carried from soil in the runoff of heavy rains

legal tender—money that, according to law, must be accepted in payment of a debt

legislative oversight—power and responsibility of the legislative branch to maintain a close watch over the activities and programs of the executive branch

legislative veto—provision in a bill that gives Congress the power to invalidate an action taken by an executive department

libel—published statements or pictures that are defamatory

liberal—advocate of change through active participation in government

lobby—group organized to influence the decisions of legislative and executive branch officials

lockout—closing of a business or factory by management

logrolling—exchange of political favors, especially legislators' support for one another's bills

longitude—position east or west of the prime meridian

loose construction—interpretation of the Constitution that broadly views the power of the federal government to include unspecified powers

majority opinion—see opinion

manifest destiny—concept popular in the mid-nineteenth century that the United States should expand until its territory encompassed the entire continent of North America

market economic system—system in which most economic decisions are made by producers and consumers

mark up—process in which a congressional committee reviews a bill and makes amendments

martial law—temporary takeover of a government by the military during times of unrest

massive retaliation—U.S. plan during the 1950s that threatened an all-out nuclear attack against any aggressors

matching funds—funds granted by the federal government to a political candidate who has raised a specified amount from individual contributors

mercantilism—economic system designed to secure a favorable balance of trade by protecting home industries and increasing foreign trade

merit system—system in which selection and promotion of government employees is based on ability rather than on political connections or party affiliation

migration chain—process by which early movers provide information and assistance to other movers, resulting in a constant flow of people or ideas

mixed economic system—economic system that combines elements of traditional, command, and market economic systems

moderate—person with views near the center of the political spectrum who favors limited or gradual change

monetarism—economic belief that fluctuations in the business supply are generally the result of changes in the money supply

monetary policy—actions taken by the Federal Reserve Board to increase or decrease the money supply

money—anything generally acceptable as payment for goods and services

money dollars—dollar amounts measured in the dollars of the current year

money GNP—gross national product expressed in the dollars of the year being measured; also called current GNP

money supply—sum of currency, demand deposits, savings deposits, and time deposits

monopoly—situation in which one producer controls the supply and price in a particular industry

national debt—accumulation of money that a government has borrowed to finance its deficit

nationalism—devotion to one's country to the exclusion of others

nativism—policy that institutions established by native-born citizens should be protected from the influence of immigrants

natural environment—physical geography of the earth, including landforms, vegetation, and climate

natural resources—raw materials used to make goods or services

naturalization—legal process through which an immigrant becomes a citizen of his or her new country

non-renewable resources—natural resources, such as fossil fuels, of which there is a limited supply

oligarchy—government in which decisions are made by a small number of people

oligopoly—situation in which the supply and price in a particular market are controlled by a few companies

open market operations—sales and purchases of government bonds by the Federal Reserve System

open primary—primary election in which voters do not need to declare party allegiance

open shop—industry or business in which an employer can hire non-union, as well as union, members

opinion—written explanation of a court's decision; different types of Supreme Court opinions are: *majority opinion*—the ruling of the majority of the justices; *concurring opinion*—written by a justice who voted with the majority, but offers different reasoning; and *dissenting opinion*—the opinion of a justice who disagrees with the majority

original jurisdiction—see jurisdiction

override—legislative passage of a bill that the executive has vetoed

partisan—favoring one political party

partnership—business owned by two or more individuals

patronage—power of high-ranking officials to grant certain political favors, such as an appointment to public office, in return for political support

perfect competition—situation that exists when all economic decisions are based only on price and producers have equal access to information and resources

pigeonhole—to set aside a bill in committee

plaintiff—individual or group who files a lawsuit in a civil case

platform—policy statement issued by a political party or a candidate during a convention or campaign

plurality—largest number of votes cast, but less than a majority

pocket veto—method through which the president rejects a bill by failing to sign it within ten days, during which Congress has adjourned

point of order—question raised by a member of a legislative body regarding the propriety of a motion or a proceeding according to the rules adopted by that body

political action committee (PAC)—organization formed to collect and distribute campaign contributions to candidates

political question—issue that the Supreme Court abstains from resolving because to do so would be an infringement on the authority of one of the other branches of the government

popular sovereignty—power of the people to govern

population density—number of persons living in a particular area, typically a square mile

population persistence—degree to which a particular population continues to reside in one place over a period of time

pork-barrel legislation—appropriations for local projects meant to make legislators popular in their home districts

precedent—decision in a case that forms the basis for a future decision in a similar case

price ceiling—limit on the price of a good imposed by the government to keep costs low

price controls—method of controlling inflation in which government does not allow prices to rise above a certain level

price index—measure of current prices based on a comparison with the prices of another year or period of time

price support—minimum price imposed by government on a good to help producers of that good make a better living

probable cause—justification for a search by police when facts would lead a reasonable person to conclude a crime has been committed

producer price index (PPI)—index based on the prices of items that producers buy

productivity—efficiency with which goods and services are produced, as measured by the quantity produced by each person per hour

progressive tax—tax system in which the percentage of taxes paid increases as income increases

proportional tax—tax system in which the percentage of taxes paid does not change as income increases

public goods—goods and services used by society as a whole

quasi-judicial powers—authority granted by Congress to executive agencies to hold hearings, examine evidence, and make decisions that have the force of law

quorum—number of members of a legislative house or committee required to be present to carry out business

quota—a government's limit on the amount of goods that can be imported or the number of people allowed to immigrate

radical—advocate of fundamental or extreme political, economic, or social change

rain shadow—side of a mountain that gets very little rainfall

rapprochement—reestablishment of friendly relations between nations

rationing—means by which the government controls the allocation of goods during periods of shortages

reactionary—person who advocates a return to the social, political, or economic systems of the past

real dollars—dollar amounts measured in the dollars of a base year in order to adjust price changes; also called constant dollars

real GNP—gross national product measured in the dollars of a base year in order to adjust for price change; also called constant GNP

reapportionment—the redistribution of legislative seats based on the census

recall—procedure by which voters can remove an elected official from state or local office before the end of his or her term

recession—temporary decline in real GNP during a period when business activity has been generally increasing

referendum—submission of a bill or law to a direct vote of the people

regressive tax—tax system in which the proportion of taxes paid decreases as income increases

relative location—description of the site of one place in relation to another

remand—to return a case to a lower court or executive tribunal for action

renewable resources—natural resources that can be restored after being used by humans, such as solar energy

replacement level—population growth at which the size of one generation is the same as the previous generation

report out—to send a bill from a legislative committee to the full house with its recommendations

republic—nation or state governed by representatives of the people

reserved powers—powers not granted to the federal government by the Constitution, but instead left to the states or the people

reserve requirement—percentage of deposits that the Federal Reserve Board requires banks to keep in reserve

rider—provision added to a bill that is not related to the subject matter of that bill

roll-call vote—legislative vote in which each member's vote is recorded

sanction—coercive measure, such as a boycott, adopted by a nation to punish another nation

savanna—area of grassland with scattered trees, characterized by year-round warm temperatures and wet and dry seasons

scarcity—situation that exists because of limited resources and unlimited wants

select committee—temporary legislative committee organized to deal with a specific issue or bill

self-determination—belief that a people who consider themselves a distinct entity have a right to govern themselves

self-incrimination—disclosure by an individual of information that may result in criminal charges being brought against him or her

senatorial courtesy—customary agreement among senators to reject a president's nomination for federal office if the senators representing the state involved oppose the nomination

slander—false oral statements that damage a person's reputation or character

socialism—doctrine that government should own and control the means of production and distribution

specialization—act of concentrating on particular skills and/or resources to the exclusion of others; types include: *occupational specialization*—concentration on one skill rather than several; *geographical specialization*—use of a region's particular resources, such as climate, raw materials, or technological development; and *resource specialization*—use of natural capital or human resources in a particular way

specie—coined money

split ticket—ballot marked for candidates of more than one party

spoils system—awarding of government jobs to political supporters and friends, without consideration of merit

standing committee—permanent legislative committee that is responsible for a specific subject area

states' rights—belief that the federal government cannot increase its power at the expense of the states

straight-ticket—ballot marked for all the candidates nominated by one party

strict construction—narrow interpretation of the Constitution

strip cropping—technique in which crops that do little to protect the soil are planted in alternating strips with crops that give better protection to the soil

subpoena—order for a person to appear or surrender evidence before a court or official body

subsidy—government grant to an industry

substitute items—items that can be used instead of a similar product

summons—order to appear in court as a defendant

supply—quantity of a good or service that producers provide at various prices

supply-side economics—theory that government can promote economic growth by encouraging businesses to increase the supply of goods and services

tariff—tax levied on imports to raise revenue or to protect domestic industry from foreign competition

tectonic plate—a huge plate of the earth's crust that is in motion and colliding with other plates, resulting in vulcanism and earthquakes

temperature inversion—situation in which cold air is trapped under warmer air, leading to a stable air mass

theocracy—government by a deity or the officials of a religion

tight money—policy in which the Federal Reserve Board decreases the money supply, leading to a scarcity of money for banks to lend

time deposits—bank deposit that can be withdrawn only at a specific time or with advance notice

topography—surface features, such as rivers or mountains, of the earth

toponym—the name of a place

totalitarianism—system of government in which the state controls nearly every aspect of society and suppresses all opposition

traditional economic system—economic system in which economic decisions are based on custom, habit, religion, or law

trust—industry or business combination in which control is vested in a single group of trustees

tsunami—huge wave in the ocean caused by an earthquake or volcanic eruption occurring under water

tundra—a treeless area between the tree line of arctic regions and the ice cap, with a permanently frozen subsoil supporting growth of mosses, lichens, and low shrubs

unanimous consent—time-saving device of a legislative body to adopt noncontroversial measures without voting

unemployment—the number of people available and looking for work who cannot find a job; four major types of unemployment are: *frictional*—unemployment that occurs when people are between jobs or entering the job market for the first time; *seasonal*—unemployment that results from weather-related changes in demand for certain products; *cyclical*—unemployment that occurs because of contractions in the economy; and *structural*—unemployment that results from changes in the economy, making the skills of certain workers obsolete

union shop—business or industry in which an employer can hire nonunion workers who must join the union within a certain period of time

vertical integration—company's expansion through all levels of production in an industry, such as a steel company acquiring railroads used to transport steel

volcanism—formation of landforms due to eruptions of volcanoes

weather—temporary conditions of the natural environment, such as temperature, wind, and humidity, of a place at a particular time

writ—written document issued by a court requiring or prohibiting the performance of a specified act

writ of *certiorari*—order from a higher court to a lower court to send up the record of a case for its review

writ of *mandamus*—court order issued to public officers or lower courts ordering them to perform a particular action

zero population growth—situation in which the number of births equals the number of deaths

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The Citizen Bee

Guide to American Studies

Coordinator's and Teacher's Guide

The Citizen Bee is endorsed by the

American Federation of Teachers
National Association of Attorneys General
National Association of Secretaries of State
National Education Association
National School Boards Association

The National Association of Secondary School Principals has placed this program on the National Advisory List of Contests and Activities for 1988-89.

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THE CITIZEN BEE

Dear Citizen Bee Coordinator:

Welcome to the Citizen Bee. We are very pleased that you will participate in this proven educational program. Your involvement will help young people develop a greater interest in the social studies and a deeper understanding of the United States.

Sponsored by the Close Up Foundation, the Citizen Bee competition covers the areas of American history, government, geography, economics, culture, and current events. The first round of Citizen Bee activity occurs at each participating school. This competition may well be the most important in that it allows for the largest number of students to become involved. Rounds continue through regional and state levels, and finish with a national competition held in Washington, D.C.

This guide has been created:

- to provide you with information for coordinating the competition in your school;
- to assist you in helping your students prepare for the competitions; and
- to suggest additional ways that you can use *The Citizen Bee Guide to American Studies* to complement your existing curriculum.

This guide also includes the complete answer key to *The Citizen Bee Guide to American Studies*.

We are delighted that you will be a partner with us in this exciting activity in citizenship education. We trust that you and your students will find the Citizen Bee experience as enjoyable as it is valuable.

Feel free to contact us at any time with ideas, comments, or questions.

Sincerely,

Eric Goldman

Eric Goldman
Director
Citizen Bee

Coordinator's Guide to the Citizen Bee

The Citizen Bee

The Citizen Bee is a national educational competition sponsored by the Close Up Foundation. It provides an opportunity for high school students to become more knowledgeable about American history, government, geography, economics, culture, and current events.

Citizen Bee activities begin in local schools under the direction of the school Citizen Bee coordinator. School activities lead to competitions at the regional and state levels. State-level winners proceed to the national competition held each June in Washington, D.C.

Questions at all levels of the Citizen Bee competition are derived from two sources:

- *The Citizen Bee Guide to American Studies;* and
- current events covered by national newspapers, newsmagazines, and television news.

School-level activities are determined by the school Citizen Bee coordinator. Regional, state, and national competitions are organized by state organizing committees and the Close Up Foundation. The official rules for the competition are included in this guide. (See page 10.)

Getting Started

Student Eligibility

The Citizen Bee competition is open to high school students in grades nine through twelve, with the exception of relatives of judges and children of Close Up Foundation employees. Any number of students can participate at the school level.

Schools must be officially registered with the Citizen Bee for students to compete beyond the school level. Each registered school is eligible to send three participants to a regional Citizen Bee competition.

Encouraging Participation

To encourage widespread participation and extend the benefits of the Citizen Bee, school coordinators are encouraged to post Citizen Bee notices; hold interest meetings; make announcements over the public address system; and work with history, government, and other social studies teachers to promote school-wide awareness.

Student Preparation

School-level activities. Students prepare for school-level activities using *The Citizen Bee Guide to American Studies*. This book—along with current events covered by major newspapers, newsmagazines, and television news—serves as the source of Citizen Bee questions at all levels of competition.

Your Citizen Bee registration package includes six copies of *The Citizen Bee Guide* and five student answer keys. (Additional materials may be ordered through the Citizen Bee office. See page 9.)

The student answer key contains 50 percent of the answers to questions in *The Citizen Bee Guide*. You may distribute the answer keys at your discretion. To maximize learning and create skill-building opportunities, some coordinators encourage students to research the questions on their own, before the answer keys are distributed.

Regional, state, and national competitions. Questions at the regional, state, and national levels are based on *The Citizen Bee Guide*.

Participants at these levels also will be asked questions on current events derived from major newspapers, newsmagazines, and television news.

You may "coach" your Citizen Bee students, helping them prepare for school activities and competitions. Or you may encourage them to prepare independently, studying with classmates and involving their families as they work through *The Citizen Bee Guide*.

How It Works

Determining Your Three Regional Participants

Each officially registered Citizen Bee school sends three students to a regional Citizen Bee competition. The Citizen Bee school coordinator selects these three representatives and an alternate, based on their participation and performance in school-level Citizen Bee activities.

At the regional level and beyond, students participate as individuals, not as a team. The alternate will be eligible to participate in the regional competition if one of the three school winners is unable to attend.

The names of the three school winners and the alternate must be submitted to the Close Up Foundation, or to the state organizing committee if applicable, by **February 3, 1989.**

If You Have a Question

Call us toll free at (800) 336-5479 or write to:

Close Up Foundation
Citizen Bee
1235 Jefferson Davis Highway
Arlington, Virginia 22202

School Level

Format. The school Citizen Bee coordinator determines the format of school-level activities. You can try any of the formats below, all of which have been used successfully by other school Citizen Bee coordinators, or you can create your own activities.

School activities should be based on *The Citizen Bee Guide to American Studies* and current events. We strongly recommend that some part of the school activities be modeled after the regional and state competitions to give your students experience with this format.

Sample School-Level Activities

Oral competitions

- Distribute *The Citizen Bee Guide* to interested students. After a specified study period, stage an oral competition following the official Citizen Bee rules. In some schools, after-school study groups and quiz sessions were held prior to the oral competition.
- Allow students to work through *The Citizen Bee Guide*, and stage an oral quiz session after each chapter. Have students accumulate points for correct answers. The three students with the highest point accumulation proceed to the regional competition.

Written contests

- Administer a written test using questions from *The Citizen Bee Guide*. The three students with the highest scores proceed to the regional competition.

Combination formats

- Administer a written Citizen Bee quiz of 100 questions from *The Citizen Bee Guide* to interested students. The top ten or fifteen scorers then participate in an oral competition to determine the school representatives.
- To encourage school-wide participation, ask each upper-level social studies class to nominate three students to participate in an intra-school Citizen Bee competition. Then hold a series of after-school competitions (written and oral) to determine three finalists. After each of the school rounds, send bulletins to the social studies classes to update them on the status of their contest representatives.

Awards. Each school coordinator receives Citizen Bee certificates to distribute to all participants. The school may determine additional awards. Local sponsorship of school awards is strongly encouraged.

Timing. School-level activities are held in January. *The names of the three students who will participate in the regional competition and one alternate must be submitted to the Close Up Foundation or the state organizing group if applicable, by February 3, 1989.*

Regional Level

Format. Up to three students from each officially registered Citizen Bee school participate in a regional competition. This competition involves students from schools within a selected geographical area in the state. Information on the location, date, and time of the regional competition is sent to each school coordinator in February.

At the regional level, the Citizen Bee uses an oral question-and-answer format. Students are seated on a stage, and a moderator asks them questions in turn. Official contest judges determine whether or not the answer was correct. Incorrect answers result in elimination. Toward the end of each competition, an alternate method of determining a winner is introduced.

In addition to the judges, other official competition personnel include a timekeeper, scorekeeper, and announcer. A local coordinator directs the event.

Questions at the regional competition are based on *The Citizen Bee Guide*, as well as current events covered by major newspapers, newsmagazines, and television news.

The top contestants of each regional competition advance to the state final. The exact number of those advancing from each regional competition depends on the number of participating schools.

Awards. The state organizing group determines awards at the regional level. (See page 9 for information on state organizing groups.)

Timing. Regional competitions are held in March.

State Level

Format. The state-level competition involves the top-ranked contestants from the regional competitions held throughout each state. The competition follows an oral question-and-answer format. Students are asked questions in turn. Incorrect answers result in elimination. Toward the end of each competition, an alternate method of determining a winner is introduced.

As at the regional competition, students are seated on a stage and questions are asked by an official moderator. Judges determine the accuracy of the answers. Other competition officials include a timekeeper, scorekeeper, and announcer. A local competition coordinator directs the event.

Questions at this level are derived from *The Citizen Bee Guide*. Questions on current events covered by major newspapers, newsmagazines, and television news also are part of the state competition.

Awards. The top-ranked students at the state competition receive an all-expense-paid, 5-day trip to Washington, D.C., for the national competition and a Close Up Washington study program. The state organizing group may determine additional awards.

Timing. State competitions are held during April.

National Level

Format. The national competition in Washington, D.C., involves the top contestants from each state competition.

The first day of the 2-day national final includes a series of preliminary rounds in oral and written formats. Points are accumulated, and the top-scoring students participate in the final day of competition. The final competition features oral and written formats. As with the state and regional competitions, official judges determine the accuracy of students' answers. Other competition officials include a scorekeeper, timekeeper, announcer, and competition coordinator.

Awards. Awards for the national final are:

First place	$7,000 scholarship
Second place	$5,000 scholarship
Third place	$3,000 scholarship

While in Washington, all students in the national final also participate in an educational program on history and government, conducted by the Close Up Foundation.

Timing. The national Citizen Bee final is held in Washington, D.C., during the third week of June.

Additional Information

State Citizen Bee Organizations

Every participating state has its own organizing body approved by the Citizen Bee. This group identifies the regions of competition, determines the number of contestants advancing from the regional round to the state final, and organizes all regional and state competitions. State organizing groups also select officials for each competition and award local prizes.

Competition Judges

Officially designated judges determine the accuracy of each answer given in Citizen Bee competitions beyond the school level. They ensure that the standards of fairness and consistency are applied to all participants.

The Close Up Foundation

The Citizen Bee is a program of the Close Up Foundation, a nonprofit, nonpartisan organization that has been providing co-curricular educational programs on history, government, and citizenship for nearly two decades. Since 1971, more than 250,000 high school students and teachers have participated in the Close Up Washington Program, a week-long government studies experience in the nation's capital.

Reproducing Citizen Bee Materials

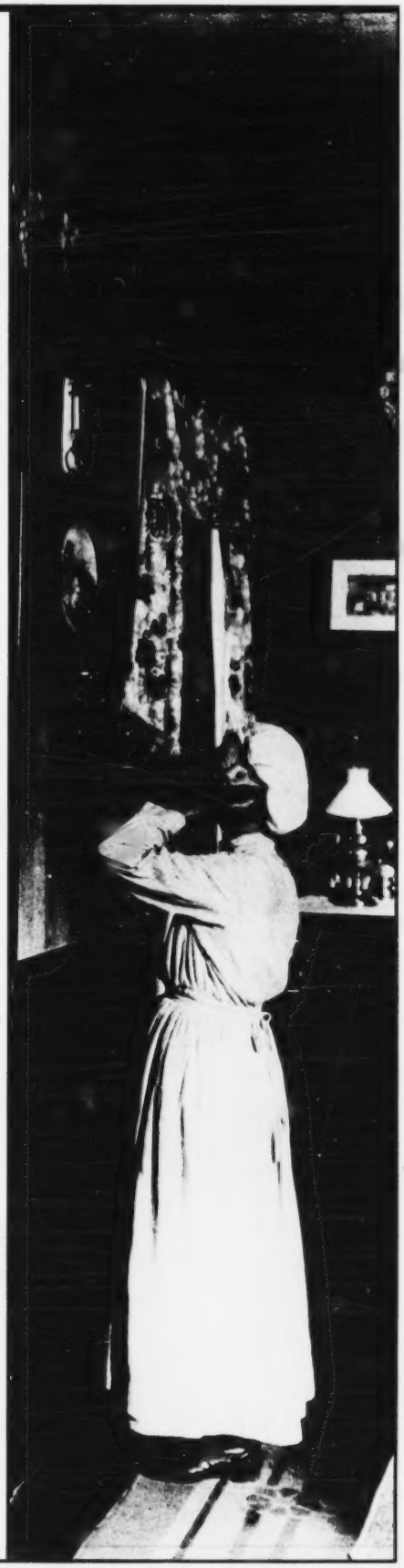
Ownership of the "Citizen Bee" name, as well as all books, questions, and other materials, is the exclusive property of the Close Up Foundation. Use of the Citizen Bee materials is permitted only with the express written permission of the Close Up Foundation and is subject to termination for failure to follow standards and guidelines established by the Foundation.

Ordering Additional Copies of *The Citizen Bee Guide to American Studies*

Registered schools may purchase additional copies of *The Citizen Bee Guide to American Studies* at approximately a 50-percent discount from the regular cost. Use the separate order form included with your Citizen Bee materials, or call (800) 336-5479 toll-free to place your order.

$7.50 per book
$140 per classroom set of twenty-five books
(These rates include postage and handling.)

For delivery, allow 2 to 3 weeks from the date Close Up receives your order. There is an additional mailing charge for rush orders.



Rules of Competition

1. High school students in grades nine through twelve are eligible, with the exception of relatives of judges and children of Close Up Foundation employees.

2. Students can compete beyond the school level only if their school is officially registered with the Citizen Bee office of the Close Up Foundation. The principal must approve the participation of the school. A student who has been the first-place winner in a national Citizen Bee competition cannot participate in subsequent Citizen Bee competitions.

3. Questions at the regional, state, and national competitions are derived from

• *The Citizen Bee Guide to American Studies*. Questions will not necessarily be in the same format as they appear in the book. Competition questions will be based on information contained in *The Citizen Bee Guide to American Studies*. This includes all questions, introductions, maps, charts, graphs, illustrations, cartoons, and captions, as well as appendices, and the glossary.

• Coverage of major news events reported by major newspapers, newsmagazines, and television news.

4. *School level*—Each school conducts its own activities. Citizen Bee coordinators may use any activity to determine school representatives to the regional competition. Each participating school may send up to three students to the regional competition. The names of the three students, as well as that of one alternate, must be forwarded to the Close Up Foundation or to the state organizing group by the designated date.

5. *Regional level*—A regional round follows the school competition. The Citizen Bee organizing group in each state determines the regions and assigns schools to their regional competition.

6. *State level*—The competition at the state level involves the top-ranked contestants from the regional competitions held throughout the state.

7. *National level*—Top-ranked contestants from each state final participate in the national final in Washington, D.C., as well as in an educational program on history and government conducted by the Close Up Foundation.

8. Competitions at the regional and state levels are oral. The first part of the competition consists of three rounds of questions. After the third round of questions, all students who have answered at least two questions correctly advance to the second part of the competition. In the second part of the competition, a single incorrect answer results in elimination.

The format for elimination changes again if a round begins with only two students. After missing a question, a student will be eliminated only if the other student answers the same question correctly and an additional question correctly.

At the national final, alternate methods of determining winners, including written formats, will be used.

9. Challenges concerning any answers contained in *The Citizen Bee Guide to American Studies* must be filed with the Close Up Foundation prior to the competition.

During the competition, only a student participant can lodge an appeal and only on an answer he or she has given. Appeals concerning answers given at the competition must be filed with the judges before the contestant affected would receive his or her next question in the following round of competition.

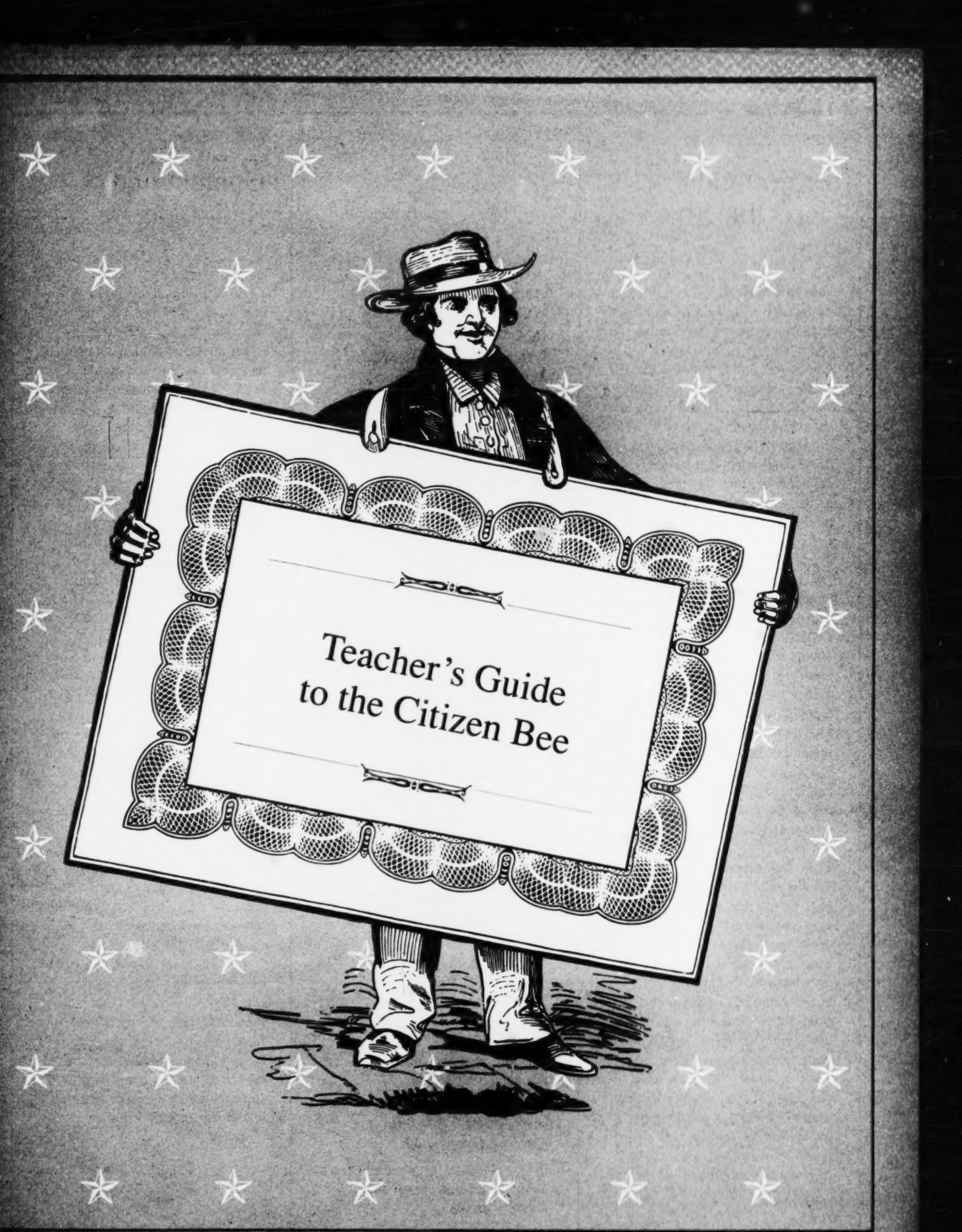
10. Contestants may request to have questions repeated once and may request the spelling of words in a question.

11. Contestants have sixty seconds to begin to answer each question, the clock beginning at the completion of the question being asked for the first time.

12. Judges for the regional and state competitions are selected by the state Citizen Bee organizing group. The Close Up Foundation selects the judges for the national competition. The judges' decisions are final.

The Citizen Bee at a Glance

	School level	Regional level	State level	National level
Time	January (Names of three finalists and one alternate must be submitted by February 3, 1989.)	March 1989	April 1989	June 17-21, 1989
Format	Determined by school coordinator	Oral	Oral	Oral and written
Fee	$50 per school (includes six copies of *The Citizen Bee Guide to American Studies*, five student answer keys, and one Coordinator's/ Teacher's Guide.)	None	None	None
Source of Questions	*The Citizen Bee Guide to American Studies* and current events	*The Citizen Bee Guide to American Studies* and current events	*The Citizen Bee Guide to American Studies* and current events	*The Citizen Bee Guide to American Studies* and current events
Competition Administered by	School Citizen Bee coordinator	State organizing group	State organizing group	Close Up Foundation
Participants	Open to all high school students in grades nine through twelve	Up to three from each participating school	Top students from each region, depending on number of participating schools	Minimum of two per state. Additional participation proportional to number of participating schools in each state
Location of Competition	Determined by school	Determined by state organizing group	Determined by state organizing group	Washington, D.C.
Prizes	Citizen Bee provides certificates for all participants. Other awards determined by the school and the state organizing group	Determined by state organizing group	All-expense-paid trip to national final, plus participation in an educational program in Washington, D.C., conducted by the Close Up Foundation. Additional prizes determined by state organizing group	First prize—$7,000 scholarship Second prize—$5,000 scholarship Third prize—$3,000 scholarship


Teacher's Guide
to the Citizen Bee

Project Goals and Objectives

Educational Goals

Many high school students show an alarming lack of knowledge about history, government, citizenship, and the other social studies. Without a solid base of such knowledge, students cannot engage in meaningful critical thinking. They cannot fully understand or appreciate democracy and freedom, and they are in danger of becoming a generation of closed minds.

These statements represent the findings of several recent reports concerning the state of education in America. The ideas and criticisms put forth have led to new efforts among educators to place more emphasis on the facts, ideas, values, and concepts that can be learned from the social studies. Providing students with the breadth of knowledge that will enable them to think critically and become valuable, active citizens is one of the most important goals educators face.

The Citizen Bee offers a proven way to build a solid base of knowledge in students, encourage them to use social studies skills, and challenge them to think critically. The Citizen Bee is unique, not only for what it is and does, but also because of the way it does it. It works for the teacher and stimulates student interest through one basic and easy-to-use sourcebook, *The Citizen Bee Guide to American Studies*. And as you will find in this coordinator's and teacher's guide, *The Citizen Bee Guide* can be a highly motivational supplementary text for all ability levels.

Learning Objectives

In the area of knowledge, *The Citizen Bee Guide:*

1. Helps students master basic facts about American history, government, geography, economics, culture, and current issues.

2. Stimulates critical-thinking skills by requiring application of one area of study to another.

3. Poses questions that tap higher-order cognitive skills such as analyzing, comparing, evaluating, interpreting, generalizing, and synthesizing.

4. Complements and reinforces classroom learning in many areas of social studies in an appealing and easy-to-use format.

In the area of skill development, *The Citizen Bee Guide:*

1. Helps students improve their recall skills and study habits.

2. Provides practice in map reading, graph interpretation, and using charts and tables.

3. Increases students' capacity to use knowledge and to carry out their responsibilities as citizens.

4. Provides a national yardstick for civic literacy against which students can measure themselves and others.

In the affective domain, *The Citizen Bee Guide:*

1. Builds student confidence through public speaking.

2. Creates enthusiasm for the standards and ideals that distinguish the United States.

3. Highlights the importance of an informed citizenry to our nation's strength.

Content and Rationale

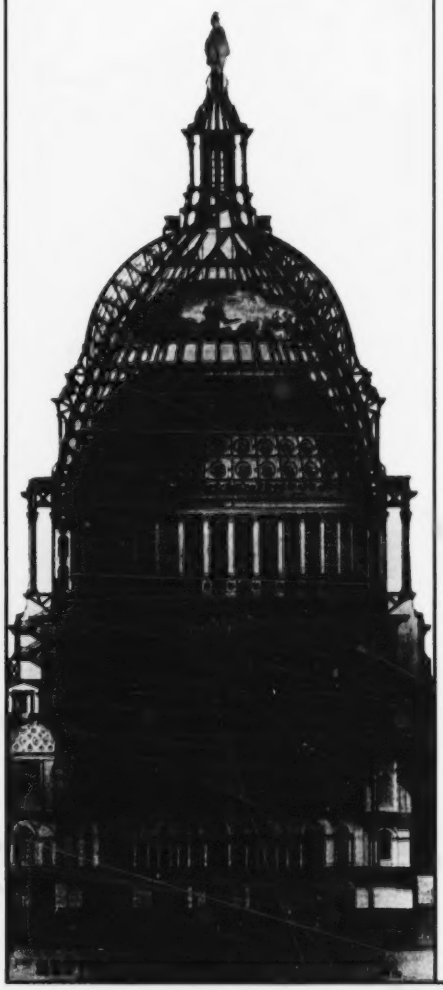
The Citizen Bee Guide to American Studies provides a unique survey of American history, government, geography, economics, and culture in question-and-answer form augmented by charts, maps, graphs, quotations, primary sources, and illustrations. The book also contains the entire U.S. Constitution and a glossary of key terms.

Except for a short reading list of historic documents and speeches that students must find for themselves and knowledge about current events, *The Citizen Bee Guide* contains all the information Citizen Bee participants need. (The document search has been designed to build research skills and encourage individual study.) For students who are not participating in the Citizen Bee, the book provides teachers with a wealth of material for discussion, testing, written reports, and critical-thinking exercises and skills. Each chapter has questions of varying difficulty. Some questions simply ask students to recall facts, while others require them to analyze, compare, make decisions, form inferences, and generalize.

On the following pages, you will find numerous suggestions for using *The Citizen Bee Guide* to prepare Citizen Bee participants for each round of competition. Also, you will discover that the book is valuable for helping students generally improve their knowledge of social studies.

Use of the Answer Keys

Please note that two answer keys accompany *The Citizen Bee Guide*. The student answer key lists about 50 percent of the answers so that students can build research skills by finding answers on their own. The teacher answer key, at the back of this teacher's guide, contains all the answers.



Preparing Students for the Citizen Bee

The amount of time a teacher spends with students on Citizen Bee preparation can vary greatly. For that reason, this section of the teacher's guide is divided into four parts. The first part explains the information that students must know as they go into Citizen Bee competition. These are the essential facts that students must learn. The second part contains a list of suggestions that students can use to study on their own. The third part lists group activities to encourage students to use higher-level thinking. The group activities can be used at those times when you are holding preparation sessions. The fourth part includes some suggestions for involving parents and media in the Citizen Bee preparation and contest.

What Students Must Know

Students participating in the Citizen Bee must clearly understand that questions might be asked about:

- *All* information that appears in *The Citizen Bee Guide to American Studies*. This includes *all* questions, introductions, maps, charts, graphs, illustrations, cartoons, and captions, as well as the two appendices and the glossary. Make it clear that questions asked in the competition may not necessarily be identical to those in the book. They may be worded differently, be a different form of question, or combine the information presented in several questions, maps, or illustrations.

- The U.S. Constitution which appears in Appendix 1 of *The Citizen Bee Guide*.

- Documents and speeches listed under "Knowledge of American Political Thought" in Appendix 2. The directions in this section provide guidance as to what students must know about these items.

- Information listed in "Knowledge of Government" in Appendix 2.

- Current major news stories and newsmakers. Urge students to study major newspapers, newsmagazines, and television news broadcasts.

In addition, you should urge students to read "To the Student" in *The Citizen Bee Guide*. If you have time, try to go over this section with students in a class or special meeting.

How Students Can Study on Their Own

Although there will be group activities and discussions, remind your students that the main burden for preparation falls on them. They must do the reading, researching, studying, and thinking that makes them formidable Citizen Bee entrants. Hand out copies of the suggestions in this section, and discuss them with students. Point out that the list of suggestions begins with three steps that are invaluable in handling any major career or life challenge: (1) assess the situation; (2) think about ways to handle it; and (3) work out methods and schedules.

After students study the following list of suggestions, hold a brainstorming session in which you welcome all ideas for Citizen Bee preparation. Add ideas that you think might work. Remind students that not everyone studies or works in the same way; therefore, a method that may be perfect for one may not work for another. You may wish to give a copy of the following suggestions to each Citizen Bee participant.

• Read the section entitled "To the Student" beginning on page 4 of *The Citizen Bee Guide*. Then skim through the rest of the book, noting the kind of information presented and how it is presented. Make a list of your tasks. Decide what you can do at home or in a study hour by yourself and what will require library or other research.

• Do some solo brainstorming. What is the best way to handle each step? Decide the order of each step. Set your priorities, and, using a calendar, work out a time schedule. When will you do what, and how much time will it take?

• Discuss your preparation schedule with friends and family, and share ideas with other participants. Are there any ways you can work together to make certain steps easier for all?

• As you proceed through *The Citizen Bee Guide*, mark all questions and information you have mastered. This will give you a sense of progress. Use the lists required by "Knowledge of Government" in Appendix 2 for practice sessions with friends or family.

• As you proceed, be on the alert for related laws, court decisions, historical events, and the like. For example, an early court decision may deal with the same problem as a subsequent one and both have affected the outcome of yet another decision. Similarly, activities of people in one period of history may relate to those in later periods. Make lists of related information.

• Do some reverse reviewing of what you have learned. In other words, look at the answers and then think of questions that fit them.

• Put yourself in the place of a Citizen Bee questioner now and then. Use what you have learned to formulate questions that might stump someone. Make certain the questions are fair and are the kind that may actually be asked. Try them on friends.

• Keep all of your notes and papers in one place, using large envelopes or file folders to separate them by subject matter.

• If you have a tape recorder, record troublesome questions from the book or original questions that come to mind. Play the tape later, and try to answer the questions, either alone or with other participants. Exchange tapes with others, especially if questions are original and not taken from *The Citizen Bee Guide*.

• Make a list of general categories of facts you know, such as wars, women's issues, political parties, Native Americans, writers, and the Constitution. Try to recall as many facts as you can that pertain to each category. Then design one question using at least four of these facts. Make the question a real stumper. Try it on your classmates, and let them try to stump you.

• List the current events you think will be the basis for questions in the Citizen Bee competition. Clip and study articles from national newspapers and newsmagazines. Try to anticipate the questions that may be asked about each event. Prepare your own questions, and exchange them with other participants.

Group Activity Ideas

Individual study and research are not enough. Students benefit greatly from group activities and open discussions that allow them to share ideas or report on their problems and progress. Some of the study ideas in the previous section can be adapted for use by large groups. For example, the "reverse-review" exercise in which answers are read and students must come up with appropriate questions can be used with groups as can questions drawn from current events. Here are some other group activities.

Five-Minute Mix. Set aside five minutes of each class period for a quiz. Select questions at random. Draw a student's name from a box. If the student answers correctly, place that student's name into a second box for a later round. If the student answers incorrectly, put his or her name back into the same box to be drawn another time. Keep drawing names until someone answers the question correctly.

Flip and Pick. Call a student's name. The student must then flip through *The Citizen Bee Guide* with eyes closed and put one finger down on any page. If the student selects a question, then he or she must answer it. If the student's finger lands on informative material, he or she must create a question.

Issues Study. Divide students into teams. Assign each team one historic issue. The team's task is to find all questions in the guide related to their issue and present an oral report on it. They must also develop one or more questions that combine facts about the issue.

Round Robin. Use this activity to help students memorize the information required in "Knowledge of Government" in Appendix 2 of *The Citizen Bee Guide*. Have students stand. Choose a list, such as U.S. presidents or Cabinet secretaries. Beginning with any student, ask him or her to name the first person on the list. Students may sit when they have answered correctly. Go to the next student for the second person on the list, and proceed in order until the list is complete. Those who remain standing must wait until their turn comes again—possibly with another list.

Document Search. As a topic for each week, name a document or speech from the list under "Knowledge of American Political Thought" in Appendix 2. Have each student develop one to three questions based on the document or speech and try to stump the class with their questions.

Phraseology. Have each student select at least three key phrases, sentences, or short paragraphs from one of the items on the list under "Knowledge of American Political Thought." Then have each student draw a student's name from a box. The person whose name is drawn gets five points if he or she correctly identifies the speech or document and ten points if he or she can cite another phrase or segment from the same item. Keep track of points.

Guess Who, Guess What. Assign each student to play the role of a person, place, or thing (event, court decision, law, key term, etc.), and have them present clues until someone guesses their identity.

Right or Wrong. Have each student prepare a statement based on questions or other information in *The Citizen Bee Guide*. The statement can be correct or incorrect. Have each student, in turn, read his or her statement and call on someone to tell if the statement is right or wrong. If a student thinks it is wrong, he or she must tell why.

Mock Citizen Bees. As students become more knowledgeable, arrange class Citizen Bee competitions, following the actual Citizen Bee rules. This is excellent practice and a good way for you to judge areas of student strengths and weaknesses.

Additional Suggestions. Citizen Bee participation provides schools and teachers with excellent opportunities to build good parental and community relations.

• Inform parents about the Citizen Bee, and solicit their help and advice. Suggest ways they can help their children prepare for the competition such as conducting mock bees at home. Ask them to come to a mock bee at school. You may want to send them progress reports from time to time. If you don't have time to prepare written reports, consider making an oral presentation before your school's parents' organization.

• Inform local newspapers and television and radio stations about your school's preparation for and participation in the Citizen Bee. Welcome their cooperation in publicizing this education news to the community. Invite the local media to cover the competition.

Extending the Learning

Now that your students are familiar with *The Citizen Bee Guide to American Studies*, use the book to help your students apply their knowledge to those questions about citizenship that may have no definite answers. The following activities are designed to help students strengthen their understanding by asking them to compare, hypothesize, evaluate, analyze, and synthesize.

Comparing

Have students use dates as pegs on which to hang clusters of events. Compare historical events to current events by asking how events of the past and present are similar or different, whether history repeats itself, and what evidence students can provide to support or refute their statements. They also will be able to visualize concurrent events and how historical events affected different localities in different ways.

Hypothesizing

Pose hypothetical questions to help students extend their learning. Could an alternative choice have been made at a particular juncture in history? If so, what do students think the outcome would have been? What if this event had occurred earlier or later? How would our history have been different? What role did circumstance or chance play in these events? What is the significance of this information to our lives today, and how important is it to our future?

Evaluating

Use a discussion format to help evaluate the information students have learned. Encourage students to question the book, question each other, and question you. What do they believe is the most important issue or event in each section? What value does it have for us today? Are there other sides to this issue or reasons why the event transpired as it did? Do you think every citizen should know this information? Why or why not?

Analyzing

Find a reading of a primary source that relates to one or more topic areas covered in *The Citizen Bee Guide*. Encourage students to analyze what they have read by probing the meaning of the reading in a class discussion. Have students challenge each other's opinions. This type of active learning will help students realize that facts do not exist in isolation and that broad trends and concepts help us tie together the bits of information that bombard us every day.

Synthesizing

Help students synthesize what they have learned by assigning essay or discussion questions. Use *The Citizen Bee Guide* to develop questions that require students to relate history to government, economics to geography, and so forth. Ask students to write summaries of topic areas similar to the chapter overviews that appear in the book. Learning to express one's thoughts clearly in writing is a crucial skill.

Teaching with *The Citizen Bee Guide to American Studies*

History

The Citizen Bee Guide to American Studies contains hundreds of questions arranged in chronological order as well as in theme clusters and includes maps, timelines, charts, graphs, and other visuals. These easy-to-find and easy-to-use features make *The Citizen Bee Guide* a unique and valuable supplemental history text. With little planning time, a teacher can quickly find material for high-interest class activities or individual study assignments for any ability level. The following sections tell how you can use the book to teach history, government and citizenship, economics, and geography.

Using Questions. Each of the six history chapters in *The Citizen Bee Guide* covers a specific time period.

• Select one or more clusters of questions pertaining to a topic the students have just studied or are about to study. Use the questions as an oral or written pre-test or post-test.

• Ask students to write reports that give basic facts about and assess the historical significance of a document or speech that has been excerpted in the book. Also, ask them to include how the document or speech might relate to other documents or speeches made in connection with similar events in history—including the present.

• Present students with the answers only to a set of questions, and ask them to write appropriate questions.

• If the questions you select refer to dates, have students develop a timeline. In some cases, you may urge them to create colorful and artistic timelines by illustrating the events along the line.

• With questions that deal with differing opinions, such as those of Thomas Jefferson and Alexander Hamilton, hold a short impromptu debate between the two sides. Or ask for written summaries of the differing points of views. Find out if people still have differing opinions about the same subjects. Discuss present-day issues that are controversial.

• With higher-ability classes, select a cluster of questions and ask students what questions, if any, they would have added if they had written the guide.

Using Visuals. Have students examine all illustrations in each chapter and read the captions.

• For each specific time period, ask students to choose by class vote: (1) the most important person; (2) the least important person; (3) the most important event; and (4) the least important event. Discuss the reasons for their choices.

• Photocopy one of the maps, charts, graphs, or tables, and give them to students without the questions. Discuss with them what the visual is about, and ask them to write questions they would include with it. Compare their questions with the questions in the book.

• If the chapter contains a timeline, have students analyze the historic significance of each event and rearrange events in order of significance rather than chronologically.

• Ask students to write alternate captions for illustrations. Urge them to attempt to reinterpret the illustration, but remind them that their caption must still be factually accurate.

• Make overhead transparencies of charts and graphs in *The Citizen Bee Guide* to use as supplements for your regular classroom activities.

Using the Glossary. Select the key terms from the glossary that are related to the subjects students are studying.

• Ask students to write definitions for each term, either through recall or by looking it up. Below their definition, have them write a paragraph in which they use the term properly. Discuss with them why it is important to know this term.

Individual or Small-Group Study. The following activities may be used to promote individual or small-group study. Since the difficulty of each activity varies, the teacher's judgment of student ability is important.

• Pose the following questions to your class: Suppose you were a news reporter and you could interview one person depicted in the illustrations. Who would it be and why? What would you ask this person? Students can answer either orally or in writing.

• Select a graph, and have students write a report that answers the following question: If you were to create a similar graph about the United States today, where would you get the information?

• Have students read through a chapter or section of a chapter selected by you. Ask them to make a list of any of the following: (1) the five most important laws passed; (2) the five most important events; or (3) the five most important people. Along with their list, have them report the reasons for their selections.

• Have students select one woman or member of a minority group from any chapter you name and write a report about that person.

• Divide the class into teams. Allow each team to select a topic for research suggested by a question, caption, or illustration in *The Citizen Bee Guide*. Each team will then present a report in drama form. For example, they might imagine that they are putting on a television program about their topic. Remind them that television usually presents facts quickly and dramatically while trying to make it as interesting as possible.

• Divide the class into small groups. Ask each group to review a different chapter and create a poster or bulletin board about a person, place, or event from its chapter.

• Have students select any speech or document excerpt in which a definite point of view is strongly expressed. Ask them to write a statement that disagrees with the expressed point of view.

Government and Citizenship Chapters 7 through 11 of *The Citizen Bee Guide* are a rich source of pertinent questions and other teaching aids for government classes. The chapters are also a helpful tool for teachers who believe that citizenship education should be interdisciplinary in order to deal with current concerns about civic illiteracy. Each chapter covers a specific subject: the Constitution, the legislative branch, the executive branch, the judicial branch, and elections. Chapter 11 is a good source of information for use in school voter-participation drives. All chapters are appropriate for pre-naturalization classes for adults or for providing a quick background in current affairs classes.

The preceding section on teaching American history contains suggestions that can easily be adapted to teaching government and citizenship. Here are some additional suggestions.

The Constitution. The following activities may be used to enhance student knowledge about the Constitution.

• Use the first four questions in Chapter 7 as the basis for a class discussion on the origin of ideas found in the Constitution. Have students take notes and answer the questions. Add pertinent information, and ask students to volunteer facts they remember from their reading. Students may then use their notes to write a summary or construct a chart showing sources of ideas written into the Constitution.

• After students review the facts in question 5, have them complete a timeline of events that led up to ratification of the Constitution.

• With higher ability students, questions 23-28, based on a letter from Thomas Jefferson, can stimulate discussion about the Constitution. After students answer the questions, have them search for and discuss other Jeffersonian ideas of interest expressed in the letter. For example, do they think Jefferson was predicting dire events for the future?

• Questions 50, 64, and 74 in Chapter 7 can serve as excellent assignments for primary source research. Students must review the Constitution in order to answer the questions.

• Divide the class into five teams. Have each team take one of the candidate descriptions in question 58. Each team then reports on whether their candidate is eligible to run for: (1) president of the United States; (2) U.S. senator; or (3) U.S. representative. Their report must explain why their candidate is or is not eligible.

The Legislative Branch. Use the following activities to help students learn about Congress.

• Review the map showing congressional districts and questions 12-17 to help students reinforce their knowledge of congressional apportionment.

• Representative Clem Miller's letter and questions 30-32 in Chapter 8 can stimulate discussion on a topic in which most students show great interest: What do members of Congress really do? Extend the discussion by asking what types of concerns citizens may bring to the attention of their senators or representatives. What types of concerns are handled by other public officials such as state legislators or mayors? End the discussion by offering suggestions for writing effective letters to members of Congress and asking each student to write a letter to one of their members about a topic that concerns them.

• Individual students or small groups can be assigned to create and display a poster on the powers of Congress. Have them study the Constitution (Article I, Section 8) and choose one or more topics.

• Use questions 57-59, based on a newspaper article, for a supplementary lesson in minority group studies.

The Executive Branch. Both of the following activities will help students learn more about the executive branch of the federal government.

• Assign a team of students to each of the presidential roles shown on the chart on page 128 in Chapter 9. (They must keep their assignment secret.) Have each team present a charade or skit that illustrates their given role. The rest of the class must then guess the presidential role being portrayed. Follow up with a discussion of presidential powers.

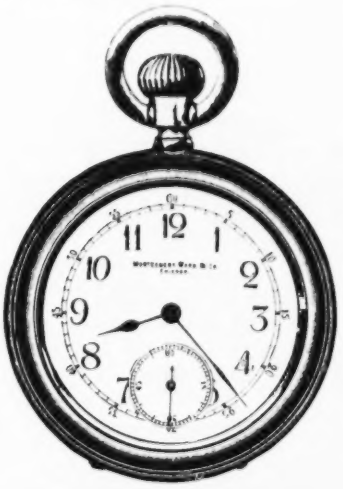
• Questions 23-48 in Chapter 9 are easily adaptable as research or report assignments for average to above-average students. The questions deal with names and powers of departments and agencies of the executive branch.

The Judicial Branch. Students can learn more about the judicial branch by doing the following activities.

• Question 63 in Chapter 10 provides a good discussion starter for the study of civil rights rulings.

• Have above-average students or classes read through Chapter 10 and select legal terms that they think every citizen should know. Ask them to write a report in which they define the terms and tell why they are important for people to know.

• Have students review Chapter 10 and select the one Supreme Court decision they believe had the greatest impact on their own lives or on American society as a whole and explain why.



Elections and Citizenship. Use this activity to enhance student knowledge of elections and active citizenship.

• Have students read Chapter 11 and make note of all questions that deal with voter participation. Based on these questions, ask them to write a report on voter participation trends, answering questions you might pose. Questions could include: Is voter participation rising, falling, or staying the same? Why? What conditions affect voter turnout? What can be done to reverse downward trends? Who is most likely to vote? Who is least likely? How might low voter turnout affect operation of the government? How do some candidates benefit from low or high voter turnout? What age group is most in need of voter education? Why? Follow up with study of registration and election rules in your state.

• After students read Chapter 11, ask them to make a list of election-related matters that are of public concern such as political action committees, the cost of elections, and voter participation. Have them select one item for further research and write a report that suggests possible remedies.

• After students do one or both of the previous activities, discuss the duties of citizens as part of "we the people"—the power behind the government. Urge the class to send letters to local newspapers on the subject of citizen participation.

Individual Study. Ask students to select a topic for an individual research project as they read through the government chapters. Encourage them to use any special talents or interests they possess to shape and enhance their project. For example, a photographer might use photos as part of his or her project.

Economics

Chapter 12 of *The Citizen Bee Guide* provides economics teachers with a bonus supply of factual-recall and critical-thinking questions that emphasize basic concepts and key terms. The questions are ideal for individual or class review and use in testing. In addition, the economics chapter features graphs and illustrations with captions that reinforce student knowledge and understanding. Remember that the earlier section on teaching American history contains many general suggestions that can also be adapted to teaching economics. The following exercises should also be useful in improving student knowledge about economics.

• Copy one or more of the graphs and their corresponding question(s) to create worksheets that reinforce memory and skills. The worksheets can be used for study periods or homework assignments.

• Lead a discussion based on question 8, which asks students to classify economic systems as traditional, command, or market.

• Questions 14-17 are based on quotations about division of labor from Adam Smith and Karl Marx, while question 18 deals with Adam Smith's "invisible hand" metaphor. (The quotations appear above the questions.) Use these questions as a basis for class discussion or written reports in which students compare free enterprise and market economies with Marxist systems and command economies.

• After students complete the chart dealing with money supply in question 73, ask the preceding questions on money and the activities of the Federal Reserve Board.

• Copy and present students with one or more of the illustrations with caption(s) attached. Ask them to write an explanatory paragraph that would make the illustration clear to someone who is not familiar with economics.

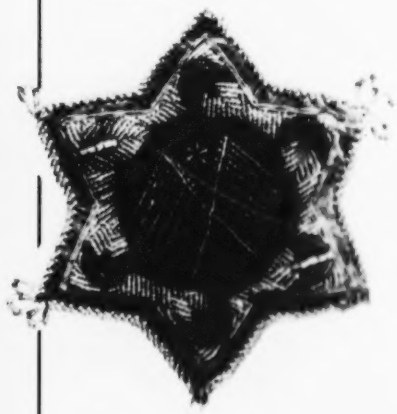
• Give students a copy of an illustration from Chapter 12, and ask them to write a caption that might make the illustration usable in a textbook. If you include photographs or drawings of persons, it may be necessary to give a name and title or other brief identification (e.g., "economist Adam Smith"). After students read their captions, ask the class to discuss whether their captions are appropriate.

• Select a set of questions that deals with one subject, such as the gross national product (GNP) or inflation. Ask students to evaluate the questions. Are they questions that every high school student should be able to answer? Do they cover all aspects of the subject adequately? If not, what questions would they suggest as replacements? Lead a discussion about the replacement questions.

• Have students study questions 82 and 83. Using economic terms cited as well as names of the economists, ask students to research and write a report on the differences between the economic policies of President Franklin D. Roosevelt and President Ronald Reagan.

• After they have reviewed questions 84-86, ask students to write a report on the pros and cons of tariff restrictions.

• Give students a copy of any question or set of questions that deal with a current economic topic. Ask them to find news articles on the subject and show their findings to the class.



• Use the following exercise to conduct "a Citizen Bee corporate takeover" with your class. Mark all questions in Chapter 12 that would be appropriate for a general class review on economics. (You may want to include some economics-related current events questions as well.) Place the number of each question on a small card, and assign it a value representing a number of shares in a corporation. For example, a fairly easy question may be worth five or ten shares, whereas a difficult question may be worth a hundred shares. Place all the question numbers in a box.

Divide the class into two teams of "shareholders." Each team should be as close as possible in ability level. Have each team select a name for itself. Allow individuals in each group to draw numbers to determine the order in which they will be called upon to answer.

Set the scene, and announce the rules.

1. Each team is a group of shareholders seeking majority control of a corporation (you can give it a name).
2. Team captains will toss a coin to determine which team starts.
3. Number one on the starting team then draws a question from the box and announces the value in shares of the question. You ask the question and judge whether the student's answer is correct.
4. If number one answers the question correctly, his or her team wins the shares.
5. If the answer is wrong, student number one on the other team gets a chance at the same question.
6. If both miss the question, the shares are lost. (Make a note that this question will need further review.)
7. The team that did not start gets the second question and so on until the class period or game is over. Keep track of shares won on the blackboard.
8. The team with the most shares takes over the company.

Note: Many questions have multiple answers. You may wish to assign a share value to each answer and have teams take turns answering each part.

Geography

Chapter 13 of *The Citizen Bee Guide* provides geography teachers with valuable supplementary teaching aids. For example, numerous questions can be used to test or review student knowledge of key terms or reinforce lessons to develop skills. Maps and other visuals also can be used for review and testing. You may find other ideas that you can adapt to your classes by skimming through the teaching suggestions in this coordinator's and teacher's guide. Remember that the earlier section on teaching American history contains many general suggestions that can also be adapted to teaching geography. The following exercises should help you improve students' knowledge of geography.

• Create your own worksheets by making copies of the maps and charts along with the questions that pertain to them. For example, question 2 asks about the map showing nine regions acquired by the United States; questions 15-17 are based on the map showing major rivers of North America; question 25 can be used with the map showing precipitation patterns in the United States; and questions 76-77 are based on the map showing population density. In addition, you can use the population pyramids chart and question 88 for a geography worksheet.

• Several questions that do not accompany visuals also lend themselves to worksheet use. Possible sources for worksheets include question 19, which has eight parts dealing with state borders, and question 20, which calls for placing topographic regions in proper order from west to east. Also, you may have students complete a worksheet that requires them to label all bodies of water they would pass through if they navigated a ship from Chicago to the Atlantic Ocean.

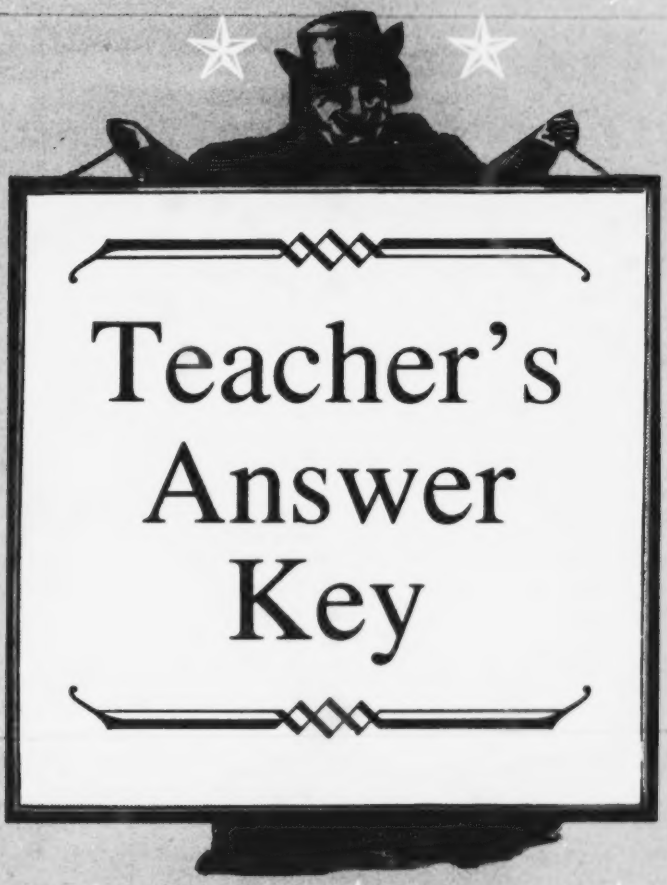
• Divide the class into teams that will race each other across the United States between any two points you select. For easy tracking, give each team a name or number. Draw a large outline map of the United States on the chalkboard, or use a transparency map on the overhead. Indicate numerous stops between the starting point and finish line. Use cities as well as natural geographic features such as mountains or rivers for your stops. There must be more stops than there are teams—the more stops, the more they learn. Ask each team, in turn, an appropriate geography question from *The Citizen Bee Guide*, and allow a specified length of time to answer. If the team answers correctly, it moves to stop one. If not, the team stays at the starting line and the next team tries the same question. Continue until one team reaches the finish line.

• Skim through Chapter 13, and select key terms and geographic features with which students should be familiar and may be tested on. Write each of your selections on a slip of paper, and give one to each student. The next day—or after some time for thought—each student should present a definition or description of his or her term. The other members of the class must guess what it is. Allow for student imagination in presenting their definitions or descriptions. They can act it out or present it in rhyme or mysterious wording.

• Select a small number of questions that all students should be able to answer since they deal with subjects that they have studied or been tested on. Ask them in class discussion to evaluate each question. Is it a good one? Why or why not? How would they change it? If the question were asked on a test, would they consider it fair? Why or why not? Which question is the best? Why? Discussions such as this often give teachers insight into student thinking and tend to help students remember essential information.

• Have a small group of students read through Chapter 13, or you may prefer to do it yourself. The task is to select all key terms, place names, and topographic features that somehow relate to your state. From these terms, select a convenient number to present to the class for homework or study period assignment. Ask students to write a report telling how and why the names, terms, and features pertain to their state.

• Chapter 13 features more than a dozen captioned illustrations that quickly suggest individual research topics for written or oral reports. Hand out copies of the illustrations for students to consider. Allow students to select a research topic after they have looked at the illustrations and read the captions. Many of the questions in the chapter also are appropriate for research topics. Examples would include topics such as time zones, acid rain, origin of place names, and climate.



Teacher's Answer Key

CHAPTER 1

HISTORY: THE REVOLUTIONARY SPIRIT

1. Bering Strait
2. Anasazi
3. A. fish and game
   B. game
   C. cultivated plants
   D. balance of animal and wild plant foods
   E. wild plants
   F. fish
4. A. Hiawatha
   B. Squanto
   C. Metacomet
5. Leif Ericson
6. to import spices, silk, and fine cottons because transporting these goods by land was expensive
7. pirates who stole treasures, mostly from Spanish vessels, for England
8. Sir Walter Raleigh
9. Bartolme de las Casas
10. A. Estevanico and Coronado, employed by Spain, explored the southwestern United States.
    B. Marquette, Joliet, and La Salle, employed by France, explored the Mississippi River valley and claimed this area for France.
11. because Spain and Portugal dominated the southern and eastern routes to the Far East
12. b. France was the first to colonize North America.
13. Saint Augustine (Florida) and Santa Fe (New Mexico)
14. to convert Native Americans to Christianity and to develop colonies for the Spanish government
15. French settlers were primarily fur traders and fishermen, so their livelihoods often depended on cooperation with Native Americans. French settlers also tended to be transient rather than permanent residents of the areas they inhabited and, therefore, did not take much land away from the Native Americans.
16. mercantilism
17. Virginia Company (originally called the London Company)
18. John Smith
19. tobacco
20. Mayflower Compact
21. The leaders of the colony banished Williams and Hutchinson.
22. Anne Bradstreet
23. Nathaniel Hawthorne
24. Cotton Mather
25. b. diary of a girl who accused a person of being a witch
26. to protect and control trade with its colonies, especially from Dutch competition
27. indentured servants
28. The southern colonial economy, which was based on the cultivation of tobacco, rice, and indigo, required a cheap, permanent, unskilled workforce.
29. Quakers
30. c. The English colonists were settling on sizable portions of Powhatan land.
31. the Netherlands
32. A. Puritans
    B. Roman Catholics
    C. Jews
    D. Quakers
    E. Huguenots
33. to provide inmates of European debtors' prisons with the opportunity to begin a new life on the American continent and to provide a buffer between the British colonies and Spanish settlements in Florida
34. log cabin
35. volunteer fire-fighting system
36. Jonathan Edwards
37. c. Settlement was confined to within one hundred miles of major waterways.
38. Socorro and Santa Fe: Rio Grande River
    Fort St. Joseph: Lake Michigan
    Fort Niagara: Lakes Erie and Ontario
    Cahokia: Mississippi River
    Albany: Hudson River
    Boston: Massachusetts Bay
    Providence: Narragansett Bay
    New York: mouth of the Hudson River
    Philadelphia: Delaware River, Schuylkill River
    Williamsburg: James River, Pamunkey River
    Charleston: Atlantic Ocean
    St. Augustine: Atlantic Ocean
    Pensacola: Escambia River, Gulf of Mexico
39. d. "Protecting Our Liberties"
40. b. whether he had written the truth
41. Zenger case
42. first
43. b. Maryland
44. whaling
45. hunting and trapping (furs and skins)
46. A. a. Creek Confederacy
    B. b. Iroquois Confederacy
    C. c. Ottawa nation
47. Ohio Company
48. the region west of the Allegheny Mountains along the Ohio River
49. A. England
    B. Spain
    C. England
    D. France
    E. France
    F. Russia
50. Acadians, or Cajuns
51. Cumberland Road
52. Native Americans who were living in the Ohio Valley
53. to raise revenue
54. c. boycotts of English goods
55. A. Sugar Act
    B. Declaratory Act
    C. Townshend Acts
56. The colonists feared that the Tea Act, which gave the East India Company a monopoly on tea, would encourage England to grant monopolies to other companies involved in trade.
57. The Second Continental Congress adopted John Dickinson's Olive Branch Petition, expressing the desire of the colonies for reconciliation with England.
58. Samuel Adams
59. A. James Otis
    B. John Dickinson
    C. Thomas Paine
60. Abigail Adams
61. b. the distance between the colonies and England makes representation impossible.
62. c. Loyalists
63. d. military protection
64. John Adams
65. the Boston Massacre of 1770
66. b. Quartering Act
67. d. Whigs
68. Crispus Attucks
69. A. Hessians
    B. Minutemen
    C. Green Mountain Boys
70. A. b. Nathan Hale
    B. d. Francis Marion
    C. c. Marquis de Lafayette
    D. a. James Armistead
71. Patience Lovell Wright
72. Benedict Arnold
73. Declaration of Independence: Thomas Jefferson
74. d. to explain the reasons for declaring independence
75. c. John Locke
76. c. Mayflower Compact

77. A. New Jersey
    B. Pennsylvania
    C. Illinois
    D. Virginia
78. Saratoga
79. Yorktown

CHAPTER 2

HISTORY: A NATION EMERGES

1. c. negotiated a peace treaty with Great Britain.
2. to provide for the government of the Northwest Territory, including the division of this region into separate territories and the terms under which they could apply for statehood
3. Slavery was outlawed in the Northwest Territory.
4. the U.S. Constitution
5. strict constructionist
6. Tenth Amendment
7. Washington agreed with Hamilton and established a national bank.
8. A. Hamilton
   B. Jefferson
   C. Hamilton
   D. Jefferson
9. Jefferson's supporters formed the Republican (also called Democratic-Republican) party; Hamilton's supporters formed the Federalist party.
10. the assumption of state debts
11. A. c. Charles L'Enfant
    B. b. Andrew Ellicott
    C. a. Benjamin Banneker
12. b. the rise of political parties in the United States
13. Whiskey Rebellion
14. isolationism
15. a. He believed that France threatened American sovereignty.
16. A. oppose
    B. support
    C. oppose
    D. oppose
17. A. France
    B. Tripoli
    C. Great Britain
18. freedom of speech
19. Federalist
20. c. silence opposition to unpopular actions.
21. Kentucky and Virginia Resolutions
22. French possession of New Orleans posed a threat to American shipping because New Orleans was located at the mouth of the Mississippi River.
23. d. purchase the Louisiana Territory
24. According to a strict constructionist view, acquiring this territory was illegal because the Constitution did not explicitly give the government the power to acquire territory.
25. A. Meriwether Lewis and William Clark
    B. Sacajawea
    C. Zebulon Pike
26. A. St. Louis
    B. Pittsburgh
    C. Lexington
    D. Cincinnati
27. Johnny Appleseed
28. to keep the United States out of the war in Europe
29. New England's economy was dependent upon trade with Great Britain and France, while western and southern planters relied more on domestic trade.
30. a. John Calhoun and Henry Clay
31. Many southerners and westerners claimed that the British had provided guns to Native Americans to incite them against American settlers. Western settlers also blamed Great Britain for their economic depression because Great Britain had cut them off from European markets. They also believed that a war would force the British to relinquish land in Canada for U.S. settlement.
32. Hartford Convention
33. Lake Erie
34. Francis Scott Key
35. Battle of New Orleans
36. a. export taxes
37. b. Embargo Act
38. b. American businesses were being undersold by cheaper foreign products.
39. d. 1816
40. a. foreclosures on outstanding loans
41. A. b. Treaty of San Lorenzo (Pinckney's Treaty), 1795
    B. d. Adams-Onis Treaty, 1819
    C. c. Treaty of Ghent, 1814
    D. a. Jay's Treaty, 1794
42. Monroe Doctrine
43. proslavery and antislavery forces
44. Denmark Vesey
45. a. establish a textile industry in the South
46. Samuel Slater
47. Robert Fulton
48. A. Washington Irving
    B. James Fenimore Cooper
    C. Noah Webster
    D. Benjamin Rush
49. Gilbert Stuart
50. A. Troy Female Seminary (renamed Emma Willard Academy)
    B. Oberlin College
    C. Mt. Holyoke College (or Seminary)
51. a. He strengthened the power of the federal government and the Supreme Court.
52. He appointed Henry Clay as secretary of state. Opponents argued that the two men had made a deal to prevent Andrew Jackson from becoming president.
53. A. National Republican party
    B. Democratic party (also called Democratic Republican party)
    C. Democratic party
54. "tariff of abominations"
55. b. the right of states to declare acts of Congress unconstitutional.
56. c. Virginia Resolution
57. c. the founding fathers would have rejected the doctrine of nullification.
58. After Congress passed the Force Bill, which granted Jackson the right to use federal troops to enforce the tariff and to prevent South Carolina from seceding, Calhoun and Jackson agreed on a compromise tariff bill proposed by Henry Clay.
59. Andrew Jackson
60. a. the person acts too much like a king
61. Whig
62. A. opposed Jackson and secret societies (especially the Society of Freemasons) and supported government promotion of moral and religious values
    B. opposed the expansion of slavery into new territories
    C. opposed the election of Catholics and foreigners to public office
63. A. gold, silver, or, in some cases, Virginia land scrip
    B. to curb runaway inflation and overspeculation that had resulted because state banks had issued too much paper money

C. It reduced public land sales in the West, led the public to hoard gold and silver, and weakened public confidence in state banks. These developments contributed to the Panic of 1837 and the five-year depression that followed.

64. Great American Desert
65. b. a Fox member's account recorded in his captor's diary after the war
66. Seminole
67. Sequoyah
68. A. William Ellery Channing
    B. Robert Owen
    C. Frances Wright
    D. Joseph Smith
    E. George Ripley
69. Horace Mann
70. It was the first successful "penny daily" newspaper in the United States.
71. Dorothea Dix
72. Transcendentalists valued faith and imagination over reason and argued that man fulfilled his divine potential through interaction with nature.
73. A. c. John Greenleaf Whittier
    B. b. James Russell Lowell
    C. a. Henry Wadsworth Longfellow
74. Louisa May Alcott
75. *Moby Dick*
76. Edgar Allan Poe
77. John James Audubon
78. b. landscapes
79. George Caleb Bingham
80. John Quincy Adams
81. Angelina and Sarah Grimke
82. to send blacks to Liberia, Africa
83. Defense attorney John Quincy Adams convinced the Supreme Court to allow them to return to Africa.
84. William Lloyd Garrison
85. Frederick Douglass
86. A. After gaining her freedom, Tubman helped organize the Underground Railroad, a network responsible for freeing 50,000 slaves, and made nineteen trips to the South to lead about 300 slaves to freedom.
    B. In 1831, Turner, a preacher, instigated a slave uprising in Virginia that led to the deaths of fifty-seven whites.
    C. Walker published pamphlets and articles that denounced slavery, including his 1829 *Appeal . . . to the Colored People of the World*, which called for worldwide black revolt against white tyranny.
87. Southern legislatures banned abolitionist literature, prohibited the education of blacks, and restricted the rights of slaves to move about or assemble without white supervision.
88. a. George Fitzhugh
89. c. South Carolina
90. d. Slavery flourished in Tidewater areas.
91. a. small independent farms with few or no slaves
92. d. a wide variety of crops for export
93. cotton
94. Oregon Trail
95. Manifest Destiny
96. Horace Greeley
97. b. the Mexican-American War was an expansionist war to extend slavery.
98. Thoreau refused to pay his taxes and was subsequently sent to jail.
99. California and New Mexico territories (including the present-day states of Arizona, Nevada, California, and Utah, and parts of New Mexico, Colorado, and Wyoming), and the recognition of the Rio Grande as the Texas border
100. d. The Panama Canal was built to facilitate migration to the West Coast.
101. Davy Crockett
102. A. Texas
    B. California
    C. Utah
103. 49° North
104. A. Cyrus McCormick
    B. John Deere
105. Joseph Henry
106. ether
107. Elizabeth Blackwell
108. sewing machine
109. labor unions
110. d. industrial production and railroad construction

CHAPTER 3

HISTORY: TRIUMPH OF THE NATION

1. A. b. Compromise of 1850
   B. d. Ostend Manifesto (1854)
   C. a. Wilmot Proviso (1846-47)
   D. c. Kansas-Nebraska Act (1854)
2. Republican
3. "Bleeding Kansas" refers to the series of violent confrontations between proslavery and antislavery settlers who lived in Kansas. This violence resulted from the dispute over the legislative election of 1854.
4. Harriet Beecher Stowe
5. a. Freed blacks were not citizens;
   b. The Missouri Compromise was unconstitutional.
6. John Brown
7. The Constitutional Union party nominated John Bell and proposed a platform condemning sectional parties and advocating national unity. The Southern Democrats nominated John Breckinridge and proposed a platform supporting slavery in the territories and the acquisition of Cuba.
8. No, he believed that secession was unconstitutional.
9. He wanted to defend his native state of Virginia.
10. West Virginia
11. Delaware, Kentucky, Maryland, and Missouri
12. The Union blockaded southern ports in order to cut off the Confederacy from Europe, its principal export market.
13. d. The Union could transport troops and supplies more easily than the Confederacy.
14. The Confederacy lacked iron, a natural resource necessary for manufacturing. The Confederacy also did not have enough factories to produce machinery and supplies vital to the wartime effort.
15. a. borrow money from France
16. Draftees could avoid serving in the armed forces by hiring substitutes to fight in their place or by paying $300 to the government.

17. c. free slaves in the Union states
18. Abraham Lincoln; at a dedication of a cemetery for the soldiers killed in an 1863 Civil War battle in Gettysburg, Pennsylvania
19. b. We must be dedicated to preserving democratic government and freedom, so that these soldiers will not have died in vain.
20. A. Davis was president of the Confederate States of America.
    B. Grant led the Union troops that captured Forts Henry and Donelson, Shiloh, Vicksburg, and Chattanooga. As supreme commander of the Union forces, Grant forced Lee's surrender at Appomattox.
    C. Jackson, a Confederate general, commanded forces in the Shenandoah Valley in victories at Bull Run, Manassas Junction, Antietam, Fredericksburg, and Chancellorsville.
    D. Sherman, a Union general, commanded the Army of Tennessee in the Battle of Chattanooga and the Mississippi division in the capture of Atlanta and Savannah.
21. A. b. Fort Sumter
    B. a. Antietam
    C. d. Vicksburg
    D. c. Gettysburg
22. A. northern politicians and adventurers who moved to the South after the Civil War
    B. northern "peace Democrats" who opposed war with the South; some favored letting the South secede from the Union
    C. white southerners who supported Radical Reconstruction and the Republicans after the Civil War
    D. poor farmers who tilled land owned by others in exchange for a portion of the product grown
23. Radical Republicans
24. to adopt a state constitution that disqualified former Confederate officials from holding office; to grant suffrage to black citizens; and to ratify the Fourteenth Amendment
25. A. Charles Sumner
    B. Thaddeus Stevens
    C. Hiram R. Revels
26. They impeached Johnson and tried to remove him from office.
27. to restrict the rights of blacks
28. Ku Klux Klan
29. The Republicans agreed to withdraw federal troops from the South, appoint at least one southerner to the cabinet, and appropriate funds for southern internal improvements.
30. The Homestead Act offered 160-acre plots to heads of households who agreed to occupy the land for five years.
31. c. the invention of the combine
32. d. hunting
33. a. Their different cultural backgrounds caused Arapoosh and Raynolds to view the same area differently.
34. a. Manifest Destiny
35. A. b. Cheyenne and Arapaho
    B. d. Sioux
    C. c. Nez Perce
    D. a. Apache
36. d. the lawlessness of surrounding frontier towns
37. Adherents believed that the ritual would destroy the whites, bring back the buffalo, and restore Native American customs.
38. Wounded Knee, South Dakota
39. b. Andrew Jackson
40. A. 1830, Georgia: Cherokee nation; 1795, Ohio: Miami nation and their allies
    B. 1830, Georgia: In 1831 and 1832, the Supreme Court awarded the Cherokees who lived in Georgia the rights of an independent nation. But after gold was found on Cherokee land, Georgia, with President Jackson's support, defied the court and forced the Cherokees from their homeland. During their 1838 journey west, known as the "Trail of Tears," more than one-quarter of the population died.
    1795, Ohio: Following their defeat at the Battle of Fallen Timbers, the Miami, Delaware, Shawnee, Chippewa, and eight other Native American nations were forced to sign the Treaty of Greenville. Under the terms of this treaty, the Native Americans ceded their land in the Northwest Territory (Ohio) to the United States and were forced to move West.
41. Dawes Severalty Act
42. Sooners
43. A. Abilene was an important junction between cattle trails and railroads.
    B. Deadwood was the center of a mining region.
    C. Fort Worth was located near major cattle trails.
    D. Omaha was located on the Union Pacific Railroad.
    E. Tombstone was the center of a mining region.
44. Cattle trails crossed Oklahoma Territory, which had been set aside as a reservation for Native Americans.
45. Montgomery Ward and Company
46. John Wesley Powell
47. A. d. the real McCoy
    B. a. bonanza
    C. e. whistle stop tour
    D. b. maverick
    E. c. pan out
48. Laura Ingalls Wilder
49. A. Billy the Kid
    B. Buffalo Bill
    C. Casey Jones
50. b. frontier settlement
51. a. Proclamation of 1763
52. a. John Quincy Adams
53. A. Hawaii
    B. Puerto Rico
    C. Philippines
54. to retain commercial advantages that had been endangered by the partition of China into spheres of influence
55. A. In the 1870s, a group of Union Pacific Railroad officials set up the Credit Mobilier as a dummy company to obtain phony contracts and illegally divert profits to congressmen in return for political influence.
    B. From 1868 to 1871, the Tweed Ring, which controlled the New York political machine known as Tammany Hall, embezzled more than $75 million of city funds.
    C. During the Grant administration, the Whiskey Ring bribed treasury officials to avoid paying excise taxes on whiskey.
56. A. Christopher Sholes
    B. Alexander Graham Bell
    C. Thomas Edison
    D. George Eastman
57. d. trust busting
58. A. Cornelius Vanderbilt
    B. John D. Rockefeller
    C. James J. Hill

D. Andrew Carnegie
E. J. Pierpont Morgan

59. Chinese and Irish
60. It divided the continental United States into four time zones: Eastern, Central, Mountain, and Pacific.
61. Interstate Commerce Act
62. Sherman Antitrust Act
63. A. d. Patrons of Husbandry (known as the Grange)
B. b. Knights of Labor
C. c. Molly Maguires
D. a. American Federation of Labor
64. 1894
65. d. 1899
66. c. Workers are less militant during bad economic times.
67. d. a return to the gold standard
68. *In re Debs* (1895)
69. b. farmers
70. A. northern Europe
B. southern and eastern Europe
71. China
72. c. opposition to immigration is hypocritical.
73. c. stereotyping
74. c. Know-Nothing party
75. A. d. Scots-Irish
B. a. German
C. e. Yiddish
D. c. Italian
E. b. Irish
76. Morrill Land Grant Act
77. The Carlisle School was founded to educate Native Americans and to assimilate them into white culture.
78. A. Bessemer process
B. passenger elevator
79. A. William LeBaron Jenney
B. Louis Sullivan
80. Central Park
81. Mary Cassatt
82. Emily Dickinson
83. Henry James
84. William Dean Howells
85. A. d. Sarah Orne Jewett
B. a. Hamlin Garland
C. b. Joel Chandler Harris
D. c. Bret Harte
86. Theodore Dreiser
87. A. Jacob Riis
B. Stephen Crane
C. Frank Norris
D. Jack London
88. Thomas Eakins
89. Hull House
90. yellow journalism
91. Nelly Bly
92. a. she believed that voting was not a crime under the terms of the U.S. Constitution.
93. A. disagree
B. agree
C. disagree
D. disagree
94. The American Woman Suffrage Association, led by Julia Ward Howe, Lucy Stone, and Henry Blackwell, supported ratification of the Fifteenth Amendment. The National Woman Suffrage Association, led by Elizabeth Cady Stanton and Susan B. Anthony, opposed ratification because the amendment did not include a clause granting suffrage to women.
95. Women's Christian Temperance Union
96. *Plessy* v. *Ferguson*
97. Poll taxes and literacy tests were meant to disenfranchise blacks.
98. A. William Jennings Bryan
B. William McKinley
C. The Republican party's platform upheld the single gold standard. The Democratic party's platform called for the free coinage of silver.
99. *The Wizard of Oz*

CHAPTER 4

HISTORY: AN ERA OF REFORM

1. William James
2. John Dewey
3. b. a commitment to fight racial and sexual discrimination in the public sector
4. A. The initiative allowed citizens to propose legislation when a certain number of voters signed a petition asking that the legislation be introduced.
B. The referendum required that legislative proposals be placed on election ballots to allow citizens to vote on issues.
C. The recall election allowed voters to remove their elected officials from office before they completed their terms.
5. (1) the Sixteenth Amendment, which gave Congress the power to levy a national income tax; (2) the Seventeenth Amendment, which transferred the power to elect senators from the state legislatures to the people; (3) the Eighteenth Amendment, which instituted prohibition; (4) the Nineteenth Amendment, which provided for national women's suffrage
6. A. Roosevelt
B. Wilson
C. Taft
D. Wilson
7. United Mine Workers
8. Northern Securities Company
9. *The Jungle*
10. Charlotte Perkins Gilman
11. Industrial Workers of the World (also called the "Wobblies")
12. International Ladies Garment Workers Union (ILGWU)
13. National Association for the Advancement of Colored People (NAACP)
14. A. Washington
B. Washington
C. Du Bois
D. Du Bois
15. A. agree
B. disagree
C. disagree
D. agree
16. A. d. Socialist party
B. b. Progressive ("Bull Moose") party
C. c. Republican party
D. a. Democratic party
17. Federal Reserve System
18. c. interlocking directorates
19. A. established an eight-hour workday and overtime pay for railroad workers
B. created twelve federally supported banks to lend money to farmers at low interest rates
C. banned goods produced by child labor from interstate commerce
D. established safety standards for merchant sailors, set a nine-hour workday for sailors when they were in port, and upheld their right to join a union
20. A. Theodore Roosevelt
B. William Howard Taft
C. Woodrow Wilson

21. President Roosevelt supported the Panamanians because Colombia rejected a U.S. proposal to build a canal through the Isthmus of Panama. Roosevelt perceived that the Panamanians would allow the United States to build a canal through this territory.
22. Walter Reed; William Gorgas
23. Russia and Japan
24. General John J. Pershing
25. b. a musical starring Fred Astaire and Ginger Rogers.
26. vaudeville
27. A. d. John Philip Sousa
    B. b. Scott Joplin
    C. a. Irving Berlin
    D. c. Edward MacDowell
28. Charles Ives
29. sculpture
30. c. a poolhall in New York City
31. A. c. Carl Sandburg
    B. b. Robert Frost
    C. a. T.S. Eliot
32. A. Great Britain, France, and Russia
    B. Germany, Turkey, Austria-Hungary, and Bulgaria
    C. The United States declared it would remain neutral.
33. c. The United States would enter the war only to further the interests of the business community.
34. d. isolationism
35. c. the Committee to Defend America, headed by William Allen White, in 1939
36. c. the interception of the Zimmermann telegram
37. It produced pamphlets, posters, films, and speeches that were designed to promote American involvement in the war and to spread hostility against the Central Powers, especially Germany.
38. Fourteen Points
39. Opponents of the League of Nations objected to the provision that required member nations to protect one another against attack. This group of senators argued that Congress should make decisions that would require the United States to intervene in the affairs of other nations.
40. Ernest Hemingway
41. George M. Cohan
42. She became the first woman to be elected to the U.S. Congress.
43. to enforce the Eighteenth Amendment, which prohibited the production, distribution, and transportation of alcoholic beverages
44. A. flappers
    B. bootleggers
    C. speakeasies
45. A. Emma Goldman
    B. John Reed
    C. Margaret Sanger
46. d. the Teapot Dome affair
47. Nicola Sacco and Bartolomeo Vanzetti
48. a. increasing numbers of industrial employees leaving cities to find work on farms
49. because they feared that the amendment would revoke recently won protective labor laws for women
50. Alfred E. Smith
51. Frank B. Kellogg
52. Lee De Forest
53. Vladimir Zworykin
54. Charles Lindbergh
55. "the Lost Generation"
56. H. L. Mencken
57. Eugene O'Neill
58. F. Scott Fitzgerald
59. Great Plains
60. Harlem Renaissance
61. *Amos 'n' Andy*
62. Charlie Chaplin
63. A. Mary Pickford
    B. Rudolf Valentino
64. Known as a "talkie," it was the first motion picture that featured sound.
65. George Gershwin
66. A. Georgia O'Keeffe
    B. Edward Hopper
67. A. boxing
    B. football
    C. golf
    D. baseball
    E. tennis
68. A bull market occurs when stock values rise.
69. 1929
70. c. a reluctance of banks to issue credit
71. Mexicans and Mexican-Americans
72. Reconstruction Finance Corporation (RFC)
73. private businesses and state and local government
74. Roosevelt declared a bank holiday to prevent bank failures caused by depositors withdrawing their money.
75. A. Tennessee Valley Authority (TVA)
    B. Federal Deposit Insurance Corporation (FDIC)
    C. Civilian Conservation Corps (CCC)
76. A. National Labor Relations Act (NLRA)
    B. Fair Labor Standards Act (FLSA)
    C. Agricultural Adjustment Act (AAA)
77. Works Project Administration (WPA)
78. Walker Evans; Dorothea Lange
79. A. Townsend Plan
    B. Share Our Wealth
80. Charles E. Coughlin
81. Indian Reorganization Act (or Wheeler-Howard Act)
82. the sitdown strike
83. A. b. Frances Perkins
    B. c. Eleanor Roosevelt
    C. a. Mary McLeod Bethune
84. After the Supreme Court declared parts of his New Deal program unconstitutional, President Roosevelt tried to "pack" the Court with people sympathetic to his programs.
85. the Dust Bowl, a prolonged drought that occurred in the Great Plains during the 1930s
86. Kansas
87. d. The region suffering the most severe wind erosion from 1935 to 1938 included part of all five states.
88. Only the relatively small western panhandle of Oklahoma suffered wind erosion between 1935 and 1940.
89. *The Grapes of Wrath* tells the story of the Joads, a family that is forced to abandon its Oklahoma farm during the Dust Bowl. The Joads travel to California hoping to find a better life, but they find they must settle for work as underpaid migrant farm laborers.
90. William Faulkner
91. A. John Dos Passos
    B. Erskine Caldwell
    C. James Farrell
    D. Richard Wright
92. Pearl S. Buck
93. soap operas
94. Listeners around the country panicked, mistaking the radio broadcast for an actual newscast of a Martian invasion.
95. Marx
96. A. George Balanchine
    B. Martha Graham
97. swing, or "big band" sound
98. Aaron Copland
99. Walt Disney
100. *Gone With the Wind*
101. Grandma Moses (Anna Mary Robertson Moses)
102. Jesse Owens and Joe Louis

CHAPTER 5

HISTORY: EMERGENCE AS A WORLD POWER

1. Good Neighbor Policy
2. the sale of weapons and ammunition to nations at war
3. Lend-Lease Plan
4. Albert Einstein
5. Manhattan Project
6. Atlantic Charter
7. Roosevelt's order banned racial discrimination in war industries and established the Fair Employment Practices Committee to enforce compliance.
8. A. The United States demanded that Japan officially apologize and pay reparations for damage incurred in the attack.
   B. The United States placed an embargo on the export of scrap metal, oil, and airplane fuel to Japan and increased aid to China.
   C. The United States froze all Japanese accounts in U.S. banks and brought all trade with Japan to a halt.
   D. The United States declared war on Japan.
9. a. the establishment of a black market
10. A. False, more than half of those interned were U.S. citizens.
    B. True.
    C. False, more than 8,000 Japanese-Americans were drafted into the U.S. armed forces, and more than 9,000 others volunteered to serve.
    D. False, the government allowed people forty-eight hours after notification of their internment to sell their property and settle their estates.
11. A. Detroit
    B. New York City (Harlem)
    C. Los Angeles
12. A. Eisenhower was appointed commander of U.S. forces in Europe in 1942 and Supreme Commander of the Allied Expeditionary Force in Western Europe in 1944.
    B. MacArthur was appointed commander of U.S. forces in the Far East in 1941 and Supreme Allied Commander of forces in the Southwest Pacific in 1942.
    C. After the Pearl Harbor attack, Nimitz commanded the Pacific Fleet, which was then the largest fighting fleet in history.
13. Japanese-Americans
14. A. William L. Shirer
    B. Edward R. Murrow
15. *Possible answers:* the Solomon Islands (including Guadalcanal); the Gilbert Islands (including Tarawa and Makin); the Marshall Islands (including Roi, Namur, Kwajalein, and Eniwetok); the Mariana Islands (including Saipan); Guam; the Palau Islands; the Admiralty Islands; the Philippines (including Mindoro); the Bonin Islands (including Iwo Jima); and the Ryukyu Islands (including Okinawa)
16. Normandy, France
17. *Possible answers:* (1) to divide Germany into four zones of occupation governed by U.S., British, French, and Soviet troops; (2) to create the United Nations as a permanent peace-keeping organization; (3) that the Soviet Union would enter the war against Japan three months after Germany surrendered in exchange for control of the Kurile Islands and the southern portion of Sakhalin Island; (4) to finalize plans to defeat the Axis powers
18. Potsdam Conference
19. Nagasaki; Hiroshima
20. d. The United States was justified in using the atomic bomb.
21. Truman believes that dropping the atomic bomb will end the war.
22. Truman cites Japan's attack on Pearl Harbor, their treatment of American prisoners of war, and their disregard of international laws of warfare.
23. The Soviet Union rejected the Baruch plan because the proposal did not strip the United States of the advantage that it had already gained in the production of atomic weapons.
24. United States, France, Great Britain, Soviet Union, and China
25. G.I. (Government Issue) Bill of Rights
26. c. prohibit employers from suing unions
27. National Security Act
28. A. Progressive party; opposed Truman's Cold War foreign policy and called for closer ties between the United States and the Soviet Union
    B. States' Rights (Dixiecrat) party; opposed Truman's domestic policy which promoted civil rights for blacks and an end to segregation
29. Fair Deal
30. *Dennis* v. *United States* (1951)
31. McCarran Internal Security Bill
32. c. Sedition Act of 1918
33. A. d. Millard Tydings
    B. b. Alger Hiss
    C. a. Lillian Hellman
    D. c. Julius Rosenberg
34. National Defense Education Act
35. A. Cold War
    B. Iron Curtain
    C. Domino Theory
36. b. Marshall Plan
37. a. containment
38. MacArthur Plan
39. Warsaw Pact
40. The United States and its Western European allies sent daily flights carrying food, fuel, and raw materials to East Berlin.
41. The United States supported Chiang Kai-shek and sent General George Marshall to China to mediate the conflict, but refused to provide military assistance to the nationalist government. Later, the United States recognized Chiang's government in Taiwan as the official government of China.
42. Upon taking control of Korea, the Allies divided the country at the 38th parallel: Soviet troops occupied the area north of the 38th parallel, and U.S. troops occupied the area south of this line. Because the Soviet Union and the United States could not agree on how Korea was to be governed, separate governments emerged north and south of the 38th parallel.

43. In January of 1950, the United Nations decided to recognize the Taiwan-based Nationalist government instead of the Beijing-based People's Republic of China. The Soviet Union protested the presence of the Nationalists in the United Nations by boycotting the Security Council. Since this boycott was still in effect when the UN Security Council agreed to support South Korea, the Soviet delegate was not present to veto this action.
44. MacArthur insisted that the United States invade China and force a North Korean surrender, but Truman called for a limited war to reestablish the prewar boundary at the 38th parallel.
45. A. The Truman Doctrine emphasized containing the spread of communism and granted $400 million in economic and military aid to combat communism in Greece and Turkey.
    B. The Eisenhower Doctrine declared that the Middle East was vital to U.S. security and authorized the president to grant military aid to nations in that region threatened by communist aggression.
46. A. Following President Nasser's action, the United States sponsored a United Nations resolution that condemned an invasion of Egypt by Great Britain, France, and Israel. In response to this resolution, Great Britain and France withdrew from Egypt and the United States became the dominant western power in the Middle East.
    B. At first, the United States refused to become involved in Lebanon. But after an unexpected nationalist coup overthrew the pro-Western government in Iraq, the United States sent more than 14,000 troops to Beirut to prevent similar forces from toppling the Lebanese government.
47. After placing an embargo on Cuban sugar and sending naval units to the Gulf of Mexico to prevent a Cuban invasion of Guatemala and Nicaragua, the Eisenhower administration supported a CIA plan to train an anti-Castro army of Cubans in the United States to overthrow the Castro regime. This unsuccessful 1961 invasion became known as the Bay of Pigs.
48. The Soviet Union shot down an American U-2 spy plane that was flying over Soviet airspace.
49. *Brown* v. *Board of Education of Topeka*
50. the Supreme Court
51. A. Orval Faubus
    B. Article VI
    C. President Eisenhower sent 1,000 U.S. paratroopers to Little Rock and federalized the National Guard, ordering them to protect the black students entering the school.
52. A. Congress of Racial Equality (CORE)
    B. Southern Christian Leadership Conference (SCLC)
    C. Student Non-Violent Coordinating Committee (SNCC)
53. Howard H. Aiken
54. James D. Watson
55. *The Best Years of Our Lives*
56. Thomas Lanier "Tennessee" Williams
57. *Death of a Salesman*
58. William Carlos Williams
59. Richard Rodgers and Oscar Hammerstein II
60. a. an increase in the farm population
61. John Kenneth Galbraith
62. c. They mourned the loss of individuality and creativity that was replaced by growing conformity.
63. A. *American Bandstand*
    B. *Rebel Without a Cause*
    C. *West Side Story*
64. J. D. Salinger
65. A. Ralph Ellison
    B. James Baldwin
    C. Lorraine Hansberry
66. Beat Generation
67. Bauhaus (also called International Style)
68. A. f. Andrew Wyeth
    B. c. Jackson Pollock
    C. d. Norman Rockwell
    D. a. Willem de Kooning
    E. e. Mark Rothko
    F. b. Jacob Lawrence
69. Hank Williams
70. A. Elvis Presley
    B. Chuck Berry
    C. Bill Haley and the Comets
    D. Buddy Holly
    E. Little Richard
71. A. *Gunsmoke*
    B. *I Love Lucy*
    C. *The Honeymooners*
    D. *Dragnet*

CHAPTER 6:

HISTORY: THE SIXTIES AND AFTER

1. A. Peace Corps
   B. Alliance for Progress
2. The Soviet Union built the Berlin Wall to seal off the border between East Berlin and West Berlin to prevent East Germans from emigrating to West Germany.
3. A. Alan B. Shepard, Jr.
   B. John H. Glenn
   C. Neil Armstrong
4. After meeting with his advisors, Kennedy established a naval blockade to prevent additional missiles from being installed and threatened a nuclear strike against Cuba to force the removal of missiles already positioned there.
5. atmospheric tests of nuclear weapons
6. Kennedy persuaded Secretary of Defense Robert McNamara to refuse to conduct business with companies that had raised their prices.
7. A. Chief Justice Earl Warren
   B. The commission reported that Lee Harvey Oswald had acted alone in Kennedy's assassination, denying rumors of a conspiracy.
8. A. Civil Rights Act of 1964
   B. Economic Opportunity Act
   C. Voting Rights Act of 1965
   D. Medicare Act
9. This act abolished quotas that discriminated among nationalities, substituting an overall quota of 170,000 non-Western Hemisphere immigrants. The act also placed the first limit on immigrants from the Western Hemisphere, establishing a quota of 120,000 annually.
10. A. The Truman administration refused Ho's request for aid, and instead sent economic and military aid to support the French government's

puppet, Bao Dai, and dispatched thirty-five military advisors to Vietnam.

B. The Eisenhower administration refused to sign the Geneva Agreements; authorized CIA operations against the Viet Minh in North Vietnam; pledged military, economic, and political assistance to Ngo Dinh Diem's regime in South Vietnam; dispatched the first U.S. military advisors to South Vietnam; and sponsored the creation of the Southeast Asian Treaty Organization (SEATO) to counter the expansion of communism.

C. The Kennedy administration authorized substantial increases in economic aid to Diem and sent military advisors to train South Vietnamese forces.

11. A. After government sources reported that North Vietnamese gunboats attacked two U.S. destroyers in the Gulf of Tonkin, both houses of Congress, with only two dissenting votes, passed the Gulf of Tonkin Resolution, which authorized the president "to take all measures necessary to repel any armed attack against forces of the United States and to prevent further aggression."

B. After the Viet Cong attacked the U.S. advisors' compound at Pleiku, killing eight Americans, President Johnson initiated Operation Rolling Thunder, a sustained bombing of North Vietnam aimed at cutting the flow of supplies from North Vietnam to the Viet Cong stationed in South Vietnam.

C. The Viet Cong launched the Tet Offensive during a temporary cease-fire that was in place for the Vietnamese New Year, capturing several major cities in South Vietnam. This invasion raised serious doubts among officials in the Johnson administration and the American public about the ability of the United States to win the war.

President Johnson ordered a cutback in bombing and announced his decision not to seek reelection shortly after the Tet Offensive.

D. In 1970, U.S. and South Vietnamese forces attacked communist sanctuaries in Cambodia to stop the flow of supplies to the Viet Cong, broadening the war outside Vietnamese boundaries. As a result, increasing numbers of Americans demonstrated against U.S. involvement in Southeast Asia.

12. The report of the massacre at My Lai, in which more than 450 South Vietnamese civilians were killed by American troops, heightened concern among the American public about the tactics used in Vietnam.

13. This plan called for training South Vietnamese forces to assume total responsibility for the war while American troops gradually withdrew from Vietnam. The United States would continue to provide military and economic aid to South Vietnam.

14. The Pentagon Papers, a top-secret study of the war, revealed a wide gap between the declared national policy and the actual intent of U.S. military action in Southeast Asia. Upon revelation of U.S. secret operations, American antiwar sentiment and distrust of the American government escalated.

15. Kent State

16. A. Secretary of State Henry Kissinger and Le Duc Tho of North Vietnam

B. The Paris Peace Treaty called for: a cease-fire; the withdrawal of all U.S. troops and military personnel from South Vietnam; the return of American prisoners of war; an end to military activities in Laos and Cambodia; a temporary resumption of the prewar division of Vietnam at the 17th parallel; the formation of a council to promote national reconciliation and to organize elections in South Vietnam; and economic and military aid to be provided to South Vietnam.

17. Students for a Democratic Society

18. Rev. Martin Luther King, Jr.

19. a. Black Panthers

20. Stokely Carmichael

21. Chavez led a five-year nationwide boycott of grapes and a series of strikes that forced the California grape growers to sign a contract with the new union.

22. A. La Raza

B. Brown Berets

23. A. a. National Organization for Women

B. d. Women's Equity Action League

C. c. Redstockings

D. b. National Women's Political Caucus

24. A. Betty Friedan

B. Kate Millett

C. Gloria Steinem

25. American Indian Movement

26. A. Alcatraz

B. Bureau of Indian Affairs

C. Wounded Knee, South Dakota

27. A. Robert F. Kennedy

B. Eugene McCarthy

C. Hubert Humphrey

D. George Wallace

E. Richard M. Nixon

28. b. "Moral Majority Applauds the Free Speech Movement"

29. the twist

30. *Ed Sullivan Show*

31. Bob Dylan

32. Grateful Dead

33. James Brown

34. *Hello Dolly!*

35. because Ali refused to register for the draft, claiming that he was a "conscientious objector" to the Vietnam War

36. They wore black socks and black gloves while receiving their medals. During the American national anthem, they raised their right arms in the black power salute and bowed their heads.

37. theater of the absurd

38. "Black humor" uses comedy to discuss formerly serious or taboo subjects, such as Heller's depiction of war in *Catch 22*.

39. Sylvia Plath

40. Truman Capote

41. *Armies of the Night* is Mailer's personal account of the 1967 antiwar march on the Pentagon.

42. A. John Updike

B. Saul Bellow

C. Philip Roth

43. pop art

44. A. Louis I. Kahn

B. I.M. Pei

C. Eero Saarinen

45. A. *Dr. Strangelove, or How I Learned to Stop Worrying and Love the Bomb*
    B. *Bonnie and Clyde*
    C. *The Graduate*
46. *The Greening of America*
47. Rachel Carson
48. Ralph Nader
49. Earth Day
50. Norman Borlaug
51. detente
52. Strategic Arms Limitation Talks (SALT)
53. While orbiting in space, the *Apollo* united with *Soyuz*, a Soviet spacecraft, and two American astronauts met with Soviet cosmonauts on board the *Soyuz* spaceship.
54. Nixon's goal was to turn many of the responsibilities of the federal government over to state and local governments.
55. stagflation
56. A. Watergate
    B. Carl Bernstein and Bob Woodward
57. A. agree
    B. disagree
    C. agree
    D. disagree
58. Alaska Pipeline
59. The major provisions of the Camp David Accords included the agreement between Sadat and Begin to negotiate a peace treaty and establish diplomatic relations between their two countries; Egypt's recognition of Israel's right to exist in return for Israel's gradual withdrawal from the Sinai Peninsula; and the initiation of talks on Palestinian self-government.
60. It allowed the price of domestic oil to rise to world levels, which encouraged production and a decline in the domestic consumption of oil.
61. a. a blockade of Soviet ships delivering goods to Cuba
62. The Sullivan Principles included racial integration in all eating facilities, locker rooms, rest areas, and work facilities; equal and fair employment practices, including equal pay, for all employees; development of training programs to prepare nonwhites for supervisory, administrative, and technical jobs; support for the promotion of nonwhites to management and supervisory positions; and improving the quality of life for employees by subsidizing housing for black workers and by helping to construct recreation and health care facilities for them.
63. to turn over control of the Panama Canal to Panama at the end of 1999
64. El Salvador
65. Lebanon
66. contras; Sandinista
67. A. Intercontinental ballistic missiles are land-based, long-range missiles that are fired from underground silos.
    B. The Strategic Defense Initiative is a proposed defensive system that would intercept and detonate nuclear missiles in outer space before they reached their targets on earth.
    C. Submarine-launched ballistic missiles are nuclear missiles that are fired from submarines.
68. b. Louisiana, Oklahoma, and Texas
69. The act required Congress to cut government spending and balance the budget by 1991.
70. Jones Act
71. Illegal aliens who can prove they moved here before January 1, 1982, were given amnesty; employers who hire illegal aliens face severe penalties, such as a six-month prison term or a $10,000 fine.
72. Mexico
73. b. grant government loans to farmers facing foreclosure
74. They flew *Voyager*, an experimental airplane, around the earth without stopping to refuel.
75. Chernobyl
76. c. ozone layer continues to be eroded.
77. A. true
    B. true
    C. false
    D. true
78. A. *Get Smart*
    B. *The Man From U.N.C.L.E.*
    C. *All in the Family*
    D. *The Mary Tyler Moore Show*
79. James Bond
80. Woody Allen
81. *Star Wars*
82. Francis Ford Coppola
83. *Saturday Night Fever*
84. Robert Penn Warren
85. *Roots: The Saga of an American Family*
86. A. World War II
    B. Vietnam War
    C. Korean War

CHAPTER 7

GOVERNMENT: THE CONSTITUTION

1. A. Greece
   B. Rome
2. A. Sixth Amendment; (the Seventh Amendment guarantees this right in civil cases)
   B. Sixth Amendment
   C. Eighth Amendment
   D. Article I
   E. Article I
3. The charter colony was the most democratic because the colonists elected the governor and the representatives of both houses. In the other forms of colonial government, the monarch or proprietors appointed the governor and upper legislative house.
4. d. separation of church and state
5. 1. Delegates of the First Continental Congress meet in Philadelphia. (1774)
   2. Delegates from thirteen colonies sign the Declaration of Independence, establishing statehood. (1776)
   3. Congress approves the Articles of Confederation proposed by John Dickinson. (1777)
   4. The thirteen states ratify the Articles of Confederation. (1781)
   5. English and U.S. representatives sign the Treaty of Paris, ending the Revolutionary War. (1783)
   6. Delegates from Maryland and Virginia meet in Mount Vernon, Virginia. (1785)
   7. Delegates from five states convene in Annapolis, Maryland. (1786)
   8. Shays's Rebellion is ended. (1787)
   9. Delegates from twelve states meet at the Constitutional Convention in Philadelphia. (1787)
   10. The Constitution goes into effect. (1789)
6. c. the regulation of commerce.

7. The Constitution proposed a strong government with power to curb the rampant inflation that had occurred under the Articles of Confederation. Rhode Island's population consisted primarily of small farmers and debtors who were helped, rather than hurt, by inflation.
8. nine
9. Delaware
10. First published as articles in New York magazines, the *Federalist* papers were written to persuade New York to ratify the Constitution. The Federalists believed that it was essential that New York support the Constitution because of its large population and central geographical location.
11. North Carolina and Rhode Island
12. *Possible answers:* (1) Congress lacked the power to raise revenue. (2) Congress lacked the power to regulate interstate commerce. (3) There was no national court system. (4) Congress had no way to force the states to obey laws that they had passed. (5) Citizens of smaller states were given more representation than those of larger states because each state was allowed one vote, regardless of population. (6) The Articles were nearly impossible to amend because amendments needed the approval of all thirteen states. (7) Passing laws was slow because the approval of nine of the thirteen states was necessary. (8) Delegates focused on protecting their state's interests rather than on solving national problems because they were elected and paid by the states that they represented. (9) Currency issued by the national government had little or no value because it was not backed by gold or silver.
13. d. Only the federal government had authority to declare war and conduct foreign affairs.
14. to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty
15. A. The Virginia Plan proposed that the government should consist of three branches: an executive, a judiciary, and a two-house legislature. Members of the lower house were to be popularly elected, while members of the upper house were to be elected by the lower house. The plan also proposed that the number of representatives accorded each state in both houses should be based on population.
    B. The New Jersey Plan proposed that the executive branch should be governed by an executive committee rather than a single executive. The plan also called for a single-house legislature in which all states had equal representation.
    C. The Great Compromise called for Congress to have two houses. Representation in one house, the Senate, would be equal for all states, while representation in the other would be based on population.
16. A. The framers devised the Three-fifths Compromise, which established that three-fifths of the total number of slaves would be counted for representation and for taxation.
    B. The framers devised the Commerce and Slave Trade Compromise, which granted Congress the power to regulate interstate and foreign commerce, but prohibited export taxes. It also prohibited Congress from interfering with the slave trade for twenty years.
17. A. c. popular sovereignty
    B. b. limited government
    C. d. representative democracy
    D. a. federalism
18. separation of powers; the system of checks and balances
19. popular sovereignty; federalism
20. A. Article V
    B. Article II
    C. Article III
    D. Article I
    E. Article VI
    F. Article VII
    G. Article IV
21. a. members of the House of Representatives.
22. a. the amending process;
    c. the elastic clause
23. d. Should we ratify the Constitution?
24. A. Article I, Section 9 states that the writ of *habeas corpus* can be suspended only "in cases of rebellion or invasion."
    B. freedom of religion: First Amendment; freedom of the press: First Amendment; protection against standing armies: Second and Third Amendments; restriction against monopolies: not enumerated in the Bill of Rights; trials by jury: Sixth and Seventh Amendments
25. mandatory rotation of office for the president; Twenty-second Amendment
26. Shays's Rebellion
27. b. should choose their own representatives and form of government.
28. A. disagree
    B. agree
    C. agree
    D. disagree
29. A. would
    B. would not
    C. would not
    D. would
    E. would not
30. states or Congress
31. thirty-four (two-thirds of fifty states)
32. the states
33. thirty-eight (three-fourths of the fifty states)
34. two-thirds of Congress
35. d. It was rejected because it lacked approval of three-fourths of the states.
36. d. A state cannot be deprived of its right to representation.
37. A. executive
    B. judicial
    C. legislative
    D. executive
    E. legislative
38. b. power to appoint Supreme Court justices
39. c. what Congress may do about the appellate jurisdiction of the Supreme Court
40. b. to enact statutes that reverse the judicial interpretation of old laws
41. A. The Constitution gives the executive branch this power.
    B. This could not be undertaken because it is a bill of attainder, which is expressly forbidden by the Constitution.
    C. The Constitution gives the legislative branch this power.
    D. The Constitution gives the legislative branch this power.

42. b. Article VI and the Tenth Amendment
43. b. federalism.
44. d. The large size of the federal government enables it to control the effect of factions on public policy.
45. national government, because it is less likely to be controlled by factions
46. A republic is a system of government in which citizens determine policies and laws through elected officials and representatives; a democracy is a system in which citizens themselves determine policies and laws.
47. by declaring the supremacy of federal laws over state laws
48. Those powers that are not delegated to the U.S. government by the Constitution, and that are not prohibited to state governments by the Constitution are reserved for the states or for the people.
49. d. *Barron* v. *Baltimore* (1833)
50. A. b. an exclusive power of the state governments.
    B. a. an exclusive power of the federal government.
    C. b. an exclusive power of the state governments.
    D. a. an exclusive power of the federal government.
    E. a. an exclusive power of the federal government.
    F. d. a power prohibited to both the federal and state governments.
    G. a. an exclusive power of the federal government.
    H. c. a power granted to both the federal and state governments.
    I. d. a power prohibited to both the federal and state governments.
    J. b. an exclusive power of the state governments.
    K. a. an exclusive power of the federal government.
51. d. providing federal troops in response to state requests in cases of civil violence
52. Grants-in-aid define specific purposes for the use of the money and set certain conditions that the state must meet to receive them; block grants provide money without setting conditions for its use.
53. the "due process" clause
54. d. a state law revoking the Miranda rights of citizens arrested while committing crimes
55. d. lowering the voting age requirement in that state
56. c. He could request the governor of Nevada to arrest and return the suspect.
57. d. The "full faith and credit" clause of the U.S. Constitution requires other states to honor your marriage license.
58. A. Ms. Sanders
    B. Mr. Peters does not meet the age requirement; Ms. Quadrille does not meet the length-of-residency requirement; Mr. Romero is not a natural-born citizen; Dr. Thomas is not a natural-born citizen.
    C. Ms. Quadrille; Dr. Thomas
    D. Mr. Peters does not meet the age requirement; Mr. Romero does not meet the length-of-citizenship requirement; Ms. Sanders lives in Canada so she is not an inhabitant of a state that can elect her.
    E. Mr. Peters; Ms. Quadrille; Mr. Romero; Dr. Thomas
    F. Ms. Sanders is not an inhabitant of a state that can elect her.
59. eight years
60. freedom of religion, speech, press, assembly, and petition
61. c. a requirement that a prisoner be brought to court to be informed of the reason that he or she was arrested.
62. Article I, Section 3 of the Constitution expressly denies *ex post facto* laws.
63. d. ". . . nor be deprived of life, liberty, or property without due process of law. . . ."
64. A. Ninth Amendment. This amendment protects rights that are not listed in the Constitution. It states that the rights protected by the first eight amendments are not the only rights that cannot be denied to citizens.
    B. Article I, Section 9. This clause protects citizens against bills of attainder, which would declare an individual guilty and provide punishment without a trial, and *ex post facto* laws, which prescribe punishment for an act that was committed before the law was passed.
    C. Article III, Section 3. This clause outlines the punishment for treason. It allows for the confiscation of property, but only for the duration of the convicted person's life. Upon the death of the person guilty of treason, his or her property would be returned to its proper inheritors.
    D. Fifth Amendment. This clause guarantees the rights of citizens to be paid a fair market price for property taken by the federal government. The government's power to take private property for public use is called eminent domain.
    E. Tenth Amendment. This amendment protects the reserved powers of the states.
65. voting rights (elections)
66. c. "No state shall . . . deny to any person within its jurisdiction the equal protection of the laws."
67. d. selecting them by popular election.
68. the vice president and a majority of the cabinet
69. The president nominates the vice president, and this nomination must be confirmed by a majority vote of both houses of Congress.
70. Gerald Ford
71. No, because he served more than two years after assuming Nixon's presidency, and the Twenty-second Amendment states that "no person who has held the office of President . . . for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once."
72. Twenty-sixth Amendment
73. Richard M. Nixon
74. A. This provision, which had allowed for the indirect election of senators, was superseded by the Seventeenth Amendment, which mandated the popular election of senators.
    B. The Twentieth Amendment requires that the first session of Congress begin each year on January 3, unless Congress passes legislation that changes that date.

C. This section was superseded by the Sixteenth Amendment, which allows Congress to levy an income tax without apportioning it among the states and without regard to any census.
D. This section was changed by the Thirteenth Amendment, which abolished slavery.

CHAPTER 8

GOVERNMENT: THE LEGISLATIVE BRANCH

1. _____
2. at least once every year
3. joint session
4. the other house
5. the president of the United States
6. Total number of members—Senate: 100; House: 435
   Length of term of members—Senate: 6 years; House: 2 years
   Age requirement for membership—Senate: 30; House: 25
   Residency requirement for membership—Senate: 7 years; House: 5 years
7. A. Senate
   B. Senate
   C. Senate
   D. House of Representatives
   E. Senate
   F. House of Representatives
   G. Senate
8. House of Representatives
9. They believed that frequent elections would make the House more accountable to the people.
10. As long as each state has at least one representative, Congress can set the size of the House of Representatives.
11. a. enable members of the House to devote more time to legislative duties and less time to campaigning.
12. seven
13. c. State X has a total population of more than 3 million persons.
14. district 6
15. every ten years
16. state legislatures
17. c. districts should be approximately the same size in population.
18. Florida
19. c. The population is shifting from the Northeast to the South and West.
20. California; 47
21. The franking privilege allows free mailing privileges to members of Congress so that they can keep their constituents informed on issues.
22. to keep them free of harassment by those who might attempt to arrest them for minor or trumped-up charges and to allow members to express opinions openly in Congress
23. Delegates and Resident Commissioners have powers and privileges equivalent to those of representatives (i.e., they vote in committees and participate in House debates), but they are not permitted to vote on the floor of the House.
24. The governor of the state represented by the vacant seat can call a special election, appoint a temporary replacement until the next general election, or leave the seat vacant until the next general election.
25. A. Roberts was refused because he practiced polygamy.
    B. Berger was refused because he opposed U.S. involvement in World War I and protested the institution of the draft.
    C. *Powell* v. *McCormack*
26. They were expelled in 1861-62 for supporting the Confederacy.
27. A majority of the quorum is required to censure a member, but two-thirds of House members must vote to expel a member from Congress.
28. delegate
29. trustee
30. to maintain contact with their constituents
31. problems with bureaucratic handling of pensions, social security, civil service, and so on
32. d. represent different factions of society.
33. a. Congress was the only unit of national government under the Articles of Confederation.
34. A. expressed power
    B. implied power
    C. expressed power
    D. implied power
    E. implied power
    F. implied power
    G. expressed power
35. b. reject the ambassador to the United States appointed by the new government
36. The House of Representatives brings charges of impeachment by a simple majority vote. The Senate then tries impeachment charges and removes the official from office if two-thirds of the Senate votes for conviction.
37. b. cut off future appropriations to the FDA
38. b. A congressional committee investigates an executive agency's policies.
39. c. a separation of powers between the executive and legislative branches.
40. A. This would require a constitutional amendment because it violates Article I, which grants the legislative branch power to enact legislation.
    B. This would require a constitutional amendment because it violates Article I, Section 6, (sometimes called the "incompatibility clause"), which prohibits elected officials from serving in "any civil office under the authority of the United States."
    C. This would not require a constitutional amendment because an informal council would not violate any clause of the Constitution.
41. It provided Congress with greater control over federal spending and programs. The act created House and Senate Budget committees to formulate overall spending and tax goals, the Congressional Budget Office to provide technical information, and procedures to override impounding.
42. A. district court judges
    B. Supreme Court judges
43. A. This case ruled that Congress could compel a private individual to appear to deliver testimony to a congressional investigating committee.
    B. This act empowered federal courts to grant a witness immunity from prosecution based on the testimony he gives to Congress and required individuals granted immunity from prosecution to testify before congressional investigating committees.

44. The House approved a resolution citing Liddy for contempt and turned the case over to the U.S. attorney in the District of Columbia for presentation to a grand jury. Liddy was convicted of contempt and given a suspended six-month sentence.
45. Congress believed that the public disclosure of sensitive information might jeopardize national security.
46. to determine congressional party leaders and to discuss the policies and strategies that the party plans to pursue during the upcoming session
47. After each party's caucus chooses officers, it presents its slate to be voted on by the entire House. The party's caucus chooses party leaders as well, but, unlike officers, these choices are not subject to election by the House.
48. d. the senior member of the majority party
49. d. select chairpersons of standing committees
50. to make sure that party members are present to vote on important bills
51. A. cannot debate issues and only votes in case of a tie
    B. may debate and vote on any measure
    C. may debate and vote on any measure and is required to vote if there is a tie
52. The Democratic Steering Committee assigns Democratic members to standing committees, and the Republican Committee on Committees assigns Republican members.
53. a. how much money should be appropriated for new programs
54. b. The House should vote according to the recommendations of the committees.
55. d. selecting members of the committee
56. *Possible answers:* (1) committee chairpersons are elected by secret ballot; (2) no member of Congress is allowed to chair more than one committee; (3) a majority of any committee can call special meetings without the approval of the chairperson; and (4) committee members who disagree with the chairperson have time to present their views
57. b. The budget proposed by the caucus differs from the budget proposed by the Budget Committee.
58. to vote "present"
59. an authorization bill and an appropriation bill
60. A. S would identify a bill introduced in the Senate.
    B. HR would identify a bill introduced in the House of Representatives.
    C. JRes would identify a joint resolution.
61. a. fewer than 10 percent
62. b. a bill to allow a specific individual to remain in the United States
63. The House of Representatives resolves itself into the Committee of the Whole to speed the passage of an important bill. The Committee of the Whole permits any member of Congress to be a member, requires fewer members to be present in order to conduct business, and makes it easier for members to debate, amend, and vote on a bill.
64. A. 51 members (if there are no vacant seats)
    B. 218 members (if there are no vacant seats)
    C. 100 members
    D. 6 members to do business (one-third of the total number of committee members) and 10 members to report a bill or recommendation (a majority)
65. A joint resolution to amend the Constitution would not go to the president but instead to the states for ratification.
66. A. member of Congress
    B. hopper
    C. clerk
    D. Speaker of the House
    E. subcommittee
    F. congressional staff
    G. House Rules Committee
    H. quorum
    I. committee chairperson
    J. Senate
    K. conference committee
    L. president of the United States
67. A. House Ways and Means Committee
    B. Senate Appropriations Committee or House Appropriations Committee
    C. Education and Labor Committee
    D. Committee on Interior and Insular Affairs
    E. Senate Committee on Foreign Relations
    F. Senate Judiciary Committee
    G. House Budget Committee and the Senate Budget Committee
    H. House Energy and Commerce Committee, Senate Energy and Natural Resources Committee
68. The Constitution provides that each house may determine the rules of its own proceedings.
69. pigeonholing
70. discharge petition
71. This rule can be revoked by a unanimous vote of members of the House who are present.
72. moving the previous question; motion to suspend the rules
73. d. The Supreme Court routinely strikes down such amendments as unconstitutional.
74. A. voice votes
    B. teller votes
    C. roll call votes
75. A. The bill becomes law.
    B. The bill returns to the house that introduced it.
    C. The bill becomes law.
    D. The bill dies. (This is called a pocket veto.)
76. two-thirds of both houses (67 votes in the Senate and 290 in the House)
77. Called a filibuster, this is an attempt (usually used by a minority group of senators) to consume time by talking continuously in order to prevent a bill from being passed.
78. c. logrolling.
79. A. agree
    B. disagree
    C. disagree
    D. agree
    E. agree
80. d. regulate lobbying to avoid bribery of public officials.
81. A. United States Chamber of Commerce
    B. American Farm Bureau Federation
    C. AFL-CIO
    D. Common Cause
    E. Moral Majority
82. Public interest groups seek public policies that would benefit all citizens, rather than the members of the interest group alone.
83. A. b. Congressional Research Service
    B. d. Office of Legislative Counsel
    C. c. General Accounting Office
    D. e. Office of Technology Assessment
    E. a. Congressional Budget Office

CHAPTER 9

GOVERNMENT: THE EXECUTIVE BRANCH

1. a. act more quickly and decisively than an executive council.
2. c. a single president chosen by and accountable to the people through their representatives
3. b. the constitutions of New York and Massachusetts, which instituted independent executives who governed with the support of the legislatures
4. A. implied power
   B. implied power
   C. expressed power
   D. expressed power
5. b. order military forces into combat against the attackers;
   d. withdraw diplomatic recognition of that nation
6. An item veto would allow the president to veto part of a bill without rejecting the entire bill.
7. A. approved
   B. approved
   C. not approved
   D. not approved
8. a rule or regulation issued by the president that has the force of law
9. c. long periods of national emergency due to global conflict and economic depression
10. William Howard Taft; Theodore Roosevelt
11. A. Taft
    B. Taft
    C. Roosevelt
    D. Roosevelt
12. Roosevelt
13. Article I accused Nixon of obstruction of justice by using the powers of his office to delay and interfere with the investigation of the break-in at the Democratic party headquarters; Article II accused Nixon of violating the constitutional rights of citizens by misusing the powers of executive branch agencies such as the CIA, FBI, and IRS to collect information about his political enemies; Article III charged Nixon with defying the committee and impeding its investigation by refusing to produce subpoenaed tapes and documents.
14. a. create the Senate Governmental Affairs and the House Government Operations committees
15. Because the Twenty-second Amendment prohibits a president from being elected to a third term in office, U.S. presidents typically lose political influence at the end of their second terms. Analysts refer to this situation as a "lame duck" presidency.
16. b. a proposal to establish a one-time, six-year presidential term
17. A. Yes. The president is free to determine the composition of his cabinet.
    B. No. The vice president can be removed from office only after being impeached and tried by Congress.
    C. No. The president cannot remove any powers given to the vice president by the Constitution or by congressional action. The president can, however, withdraw vice-presidential duties that he or she has assigned.
18. The Twenty-fifth Amendment requires a vice president who succeeds to the presidency to appoint someone to fill the vacant vice presidency.
19. Gerald Ford
20. a. to succeed a president who dies, quits, or is removed from office;
    b. to preside over the Senate
21. b. have no significant duties or responsibilities.
22. d. The role of the vice president is to bring to the president "advice on broad issues, strategies, and political problems." (Walter Mondale)
23. The administration of Franklin Roosevelt established the Executive Office of the Presidency in the Reorganization Act of 1939 to help cope with the administrative demands brought on by his New Deal policies.
24. d. representing the government in legal matters
25. A. National Security Council
    B. Council of Economic Advisors
    C. Office of Science and Technology Policy
    D. White House Office
    E. Office of Administration
26. d. White House staff deprive the president of impartial and objective advice.
27. A. Internal Revenue Service
    B. Customs Service
    C. Bureau of the Mint
    D. Secret Service
28. A. Office of Bilingual Education and Minority Language Affairs (Department of Education)
    B. Antitrust Division (Department of Justice)
    C. Centers for Disease Control (Department of Health and Human Services)
    D. Immigration and Naturalization Service (Department of Justice)
    E. Aid to Families with Dependent Children (Department of Health and Human Services)
29. A. c. U.S. Coast Guard
    B. a. Drug Enforcement Agency
    C. b. Federal Bureau of Investigation
    D. d. U.S. Secret Service
30. A. Consular Affairs
    B. Human Rights and Humanitarian Affairs
    C. East Asian and Pacific Affairs
    D. Economic and Business Affairs
    E. Intelligence and Research
    F. Consular Affairs
31. A. Federal Highway Administration (Department of Transportation)
    B. Bureau of Census (Department of Commerce)
    C. Community Planning and Development (Department of Housing and Development)
    D. Occupational Safety and Health Administration (Department of Labor)
    E. National Oceanic and Atmospheric Administration or National Weather Service (Department of Commerce)
32. Department of Agriculture, Department of Energy, and Department of the Interior
33. a. improving the nation's fish and wildlife resources
34. Department of the Interior
35. A. secretary of Defense
    B. secretaries of the Army, Navy, and Air Force
    C. Joint Chiefs of Staff
36. d. reforming the federal bureaucracy.
37. a. Pendleton Act of 1883;
    c. Civil Service Reform Act of 1978

38. d. State and local governments employ four times as many bureaucrats as the federal government.
39. Executive agencies responsible for implementing a law must write rules and regulations necessary to carry it out.
40. A. government corporations
    B. independent executive agencies
    C. regulatory commissions
41. *Possible answers:* (1) members must be represented by both major parties; (2) members are appointed to relatively long terms in office (from five to fourteen years); (3) members can only be removed from office for reasons set by Congress; (4) no more than one seat on each commission becomes vacant each year, so individual presidents are limited in the number of appointments they can make
42. A. Veterans Administration
    B. Environmental Protection Agency
    C. National Aeronautics and Space Administration
    D. Federal Election Commission
43. A. Interstate Commerce Commission
    B. Nuclear Regulatory Commission
    C. Federal Communications Commission
    D. Federal Transportation Commission
44. A. Tennessee Valley Authority
    B. Federal Deposit Insurance Corporation
    C. United States Postal Service
    D. Amtrak (National Railroad Passenger Corporation)
45. *Possible answers:* (1) Department of Agriculture, farm trade; (2) Department of State, foreign policy; (3) Department of Commerce, foreign trade; (4) Export-Import Bank of the United States, foreign trade; (5) Commodity Credit Corporation, farm aid; (6) Farm Credit Administration, farm aid
46. b. Department of Health and Human Services
47. A. d. Small Business Administration
    B. b. Farm Credit Administration
    C. a. Department of the Treasury
    D. c. Federal Reserve Board
48. *Possible answers:* (1) Drug Enforcement Administration; (2) Federal Bureau of Investigation; (3) United States Customs Service; (4) United States Coast Guard; (5) Central Intelligence Agency; (6) the Alcohol, Drug Abuse, and Mental Health Administration of the Public Health Service
49. *Possible answers:* (1) Department of State; (2) Department of Defense; (3) Department of Energy; (4) Department of Justice (Federal Bureau of Investigation); (5) Department of Treasury; (6) National Security Council; (7) Central Intelligence Agency; (8) Office of the U.S. Trade Representative
50. d. Cabinet department staffs are largely composed of civil servants who gain their positions on the basis of merit rather than political connections.
51. d. The president often must use his influence and persuasiveness to implement his policy within the executive branch.
52. d. state and local governments
53. c. Presidents have a higher success rate with Congress when their party controls at least one house of Congress.
54. Jimmy Carter
55. A. Thomas Jefferson and Aaron Burr
    B. John Kennedy and Richard Nixon
    C. Ronald Reagan
56. A. John Tyler
    B. Spiro Agnew
    C. Franklin Roosevelt and William Harrison
    D. John Tyler, Millard Fillmore, Andrew Johnson, Chester Arthur, and Gerald Ford
57. d. In the two elections following the end of the Vietnam War and the Watergate scandal, American voters preferred presidential candidates with little experience in federal government
58. c. a state governorship

CHAPTER 10

GOVERNMENT: THE JUDICIAL BRANCH

1. Federal courts try cases involving federal laws, the U.S. government and its officials, two or more states and their citizens, or foreign governments. State courts try cases involving state constitutions and local or state laws.
2. A. state court
   B. federal court
   C. state court
   D. federal court
3. A. Military Court; Court of Military Appeals, Supreme Court
   B. Court of International Trade; Court of Appeals for Federal Circuit, Supreme Court
   C. Territorial Court; U.S. Court of Appeals, Supreme Court
   D. Tax Court; U.S. Court of Appeals, Supreme Court
4. A. Courts of Appeals
   B. district court
   C. Supreme Court
5. District courts judge the facts of each case that is presented before them, while Courts of Appeals determine how the law has been applied by either the judges of original jurisdiction, or by federal regulatory agencies, in the cases brought before them.
6. The framers of the Constitution wanted to preserve the independence of the federal judiciary by freeing judges from the political pressures that influence decisions made by elected officials; therefore, they gave judges "good-behavior" tenure.
7. When four of the nine Supreme Court justices want to review a case, the Court issues a writ of *certiorari*, an order that requires a lower court to send up the record of the case in question.
8. d. the significance of a case to society as a whole
9. A. appellate jurisdiction
   B. appellate jurisdiction
   C. original jurisdiction
   D. original jurisdiction

10. A. refute
    B. refute
    C. support
    D. refute
11. _____
12. a. The attorney general gives legal advice to the president.
13. common law
14. statutory law
15. the Constitution and subsequent Supreme Court decisions
16. A. criminal
    B. civil
    C. criminal
    D. civil
17. A. felony
    B. misdemeanor
    C. felony
    D. felony
    E. misdemeanor
    F. misdemeanor
18. Defendants who plea-bargain their cases are seeking a reduced sentence. The prosecutor agrees to reduce the charge against the defendant if the defendant will plead guilty to the lesser charge.
19. A. bail
    B. arraignment
    C. defendant
    D. prosecution
    E. jury
    F. verdict
20. A. grand jury
    B. indictment
21. d. the right to be excused from testifying on matters that might be self-incriminating
22. d. Is the plaintiff an adult?
23. A. b. Brandeis brief
    B. c. *stare decisis* brief
    C. a. *amicus curiae* brief
24. class-action suit
25. writ of *mandamus*
26. c."Judicial Restraint and the Ideals of Representative Democracy"; b."Judicial Activism and the Protection of Individual Rights"
27. Rehnquist's
28. making the justices elective or popularly approved positions
29. b. cautiously reinterpret the Constitution according to the demands of modern social problems.
30. A. Black
    B. Rehnquist
    C. Rehnquist
    D. Black
31. c. The Supreme Court has the power of judicial review.
32. legislative branch
33. *Marbury* v. *Madison*
34. a. *Dred Scott* v. *Sandford* (1857)
35. implied powers
36. The federal government has the broad power to regulate interstate commerce.
37. the right of the federal government to establish a national minimum wage
38. The Supreme Court ruled against Richard Nixon in *United States* v. *Nixon* (1974), declaring that he must release tapes in his possession that related to the trials involving Watergate defendants.
39. A. a. *Fletcher* v. *Peck* (1810)
    B. c. *Texas* v. *White* (1869)
    C. b. *Hawke* v. *Smith* (1920)
40. The Court used the equal protection clause of the Fourteenth Amendment to support its ruling that the apportionment of state legislative districts is a justiciable issue. It therefore decided to remand the case back to a federal district court.
41. *Reynolds* v. *Sims*
42. *Goldberg* v. *Kelly*
43. b. procedural due process is automatically denied in such acquired lands
44. The Court ruled that the Bill of Rights applies only to the federal government and not state governments.
45. juveniles
46. A. c. *Zorach* v. *Clauson* (1952)
    B. b. *Engel* v. *Vitale* (1962)
    C. a. *Everson* v. *Board of Education of Ewing Township, N.J.* (1947)
47. a. going into public places to sell literature and solicit donations; c. prohibiting the salute of the U.S. flag.
48. The Court ruled that the Smith Act forbade advocating the violent overthrow of the government; it did *not* forbid advocating an abstract doctrine calling for the forcible overthrow of the government.
49. A. the First Amendment right of freedom of speech
    B. *Tinker* v. *Des Moines School District*. The Supreme Court held that such a suspension (in that case for protesting the war in Vietnam) violated students' First Amendment rights. The court said that speech may be defined as more than the spoken word alone; it can also be a symbolic form of expression (such as the wearing of yellow ribbons).
50. *Bethel School District No. 403, et al. Petitioners* v. *Matthew N. Fraser, a minor, and E.L. Fraser, guardian*. Despite its decision in *Tinker* v. *Des Moines School District*, the Court said that the Constitution does not prohibit states from determining certain modes of expression to be inappropriate for schools and, therefore, subject to sanction.
51. It decreased students' First Amendment freedoms by giving public school officials the power to censor school-sponsored student publications they feel might be "inconsistent" with the school's "educational mission."
52. A. b. *New York Times* v. *Sullivan* (1964)
    B. c. *United States* v. *New York Times and Washington Post* (1971)
    C. a. *Near* v. *Minnesota* (1931)
53. d. loosely applies contemporary community standards to determine whether material is obscene.
54. c. *Roth* v. *United States* (1957)
55. b. right to privacy
56. membership lists
57. A b. dissenting opinion
    B. a. majority opinion
    C. c. concurring opinion
58. A. the "exclusionary rule" that all evidence obtained in an illegal search is inadmissible in a criminal trial
    B. *Weeks* v. *United States* (1914)
    C. *Mapp* v. *Ohio* (1961)
59. the Sixth Amendment guarantee that the accused has the right to have assistance of counsel for his defense and the Fourteenth Amendment clause that extended the due process of law to the states
60. The Court ruled that a trial for murder was conducted in an atmosphere of "massive, pervasive, and prejudicial publicity" that deprived the defendant of a fair trial.
61. b. capital punishment.
62. 1. The doctrine of "separate, but equal" gives legal sanction to racial segregation in public schools, transportation, and meeting places.
    2. A state must offer equal educational facilities to blacks and whites within the

state and cannot fulfill this requirement by providing tuition grants for blacks to attend out-of-state colleges and universities.

3. Intangible factors such as prestige and equal faculty can be used in determining whether separate facilities, such as racially segregated law schools, are equal.
4. The doctrine of "separate, but equal" has no place in public education because segregation may have a detrimental effect on children.
5. Busing children to schools outside their neighborhood can be used as a means of achieving racial segregation.
6. Race can be used as one of several factors in making affirmative action decisions at universities and other public facilities, but a quota system cannot be established to insure minority student enrollment.

63. *de jure*, or segregation by law, in *Brown*; and *de facto*, or segregation that is created by circumstance, in *Swann*
64. Racially restrictive real estate contracts violate the equal protection clause of the Fourteenth Amendment.
65. a. *Korematsu* v. *United States* (1944)

CHAPTER 11

GOVERNMENT: THE ELECTORAL PROCESS

1. d. Voting rights were dependent on religious affiliation and property ownership.
2. Article I, Section 2, states that voters who are eligible to vote for members of the "most numerous branch" of the state legislature would be eligible to vote in national elections as well.
3. A. This would be legal.
   B. This would violate the Twenty-fourth Amendment.
   C. This would violate the Twenty-sixth Amendment.
   D. This would violate the Fourteenth Amendment.
4. d. register voters for federal elections
5. A. c. *Dunn* v. *Blumstein* (1972)
   B. b. *Harper* v. *Virginia State Board of Elections* (1966)
   C. a. *Smith* v. *Allwright* (1944)
6. to ensure that voters have had time to learn about local candidates and issues and to prevent election fraud
7. A. 53.3 percent
   B. 47.9 percent
8. Some members of the voting-age population cannot vote. Most states deny the right to vote to inmates of prison or mental institutions and to people who have been convicted of serious crimes or who have been found legally incompetent. The 47.7 percent also includes people who are too ill to vote and who have died since statistics were compiled.
9. A. true
   B. false
   C. true
   D. false
10. a. a college graduate
11. 18-24 year-olds
12. A. false
    B. true
    C. true
13. The Twenty-sixth Amendment made citizens between the ages of eighteen and twenty-one eligible to vote. Since younger voters tend to vote less frequently, this may have contributed to the decline after 1972.
14. South
15. Midwest
16. Groups who typically vote less frequently, such as less-educated, nonwhite, young, and low-income individuals, more often consider themselves Democrats than Republicans.
17. Northwest
18. Southeast
19. Some states that require registration prior to election day, namely Idaho, Utah, Montana, South Dakota, and Maine, have higher voter turnout than North Dakota, Wisconsin, and Minnesota.
20. A. c. recall
    B. a. initiative
    C. b. referendum
21. c. State constitutions typically limit the number of candidates nominated for each office to two.
22. *Possible answers:* (1) Until Anderson won a lawsuit, only major party candidates could receive matching funds from the Presidential Election Campaign Fund. (2) As a result of Anderson's lawsuit, state laws that had prohibited third-party candidates from being placed on the ballot or that had restricted the number of candidates allowed on the ballot were overturned.
23. A. c. Greenback party (1876-84) and Populist party (1890s)
    B. d. Socialist party (1900-24) and Libertarian party (1980s)
    C. b. Free Soil party (1848-52) and Life party (1980s)
    D. a. "Bull Moose" Progressive party (1912-24) and American Independent party (1968)
24. A. Some citizens, such as convicts and the mentally incompetent, are routinely denied the right to vote.
    B. Minor parties often influence legislation and suggest new policies, and minor party candidates can affect the outcome of an election.
    C. The right to vote is considered a political right. Unlike rights such as freedom of speech or religion, the right to vote is subject to restrictions.
    D. Anyone can volunteer in an election campaign.
    E. All you have to do to become a member of a party is register as a Republican or Democrat.
25. A. supports
    B. supports
    C. refutes
26. voting along strict political party lines so that all the candidates chosen are from the same political party
27. *Possible answers:* (1) The number of people registered as Independents has increased, while the number of registered Democrats and Republicans has decreased. (2) Split-ticket voting has increased. (3) The number of young people who are members of the same party as their parents has decreased.
28. coattail effect
29. A. Democratic (Democratic-Republican)
    B. Republican
    C. Democratic

30. b. Incumbents receive a higher percentage of matching funds from the government.
31. A. e. self-announcement
    B. d. petition
    C. a. caucus
    D. b. convention
    E. c. direct primary
32. A. closed
    B. open
    C. open
    D. closed
33. In "winner-take-all" primaries, the winner is entitled to all the delegates cast by a state; in proportional primaries, the delegates are divided in proportion to the number of popular votes that each candidate receives.
34. In a presidential preference primary, individuals vote directly for the person they wish to be nominated for president; in a delegate selection primary, voters elect delegates to national conventions.
35. d. The process of selecting delegates to the national party conventions has become more democratic.
36. Each state sends twice as many delegates as the total number of senators and representatives that represent the state in Congress. Some states may send additional delegates if, for example, the party's candidate won the last presidential election in that state.
37. d. He believed that the size of the country made it impossible for people to stay in touch with affairs of government.
38. c. the electoral college.
39. a. advances in telecommunications
40. Three, the number of electors from each state equals the total number of senators and representatives the state has in Congress.
41. House of Representatives
42. (1) In 1824, John Quincy Adams beat Andrew Jackson. (2) In 1876, Rutherford B. Hayes beat Samuel J. Tilden. (3) In 1888, Benjamin Harrison beat Grover Cleveland.
43. c. The electoral college vote usually exaggerates the winner's margin of victory in the popular vote.
44. A. Because large states are more important for winning an election, politicians may favor policies that benefit the larger states rather than the smaller states.
    B. Small states, with three votes, have more votes per person than larger states.
45. d. Voters make their wishes known to the electoral college in primary elections.
46. the ABC/Harris Survey
47. *Possible answers:* (1) It polled likely voters rather than registered voters. (2) It polled for a longer period of time than the other polls. (3) It polled a much larger sample of the population than the other polls. (4) It closed its polls closer to election day. (5) It polled fewer undecided voters.
48. c. Polls taken of likely voters were generally more accurate.
49. A. Broadcasters had used exit polls to predict the winners of national elections before polls closed on the West Coast. Supporters of the Washington law argued that announcing winners before all the polls had closed discouraged people from voting and could alter election results. By restricting exit polling, Washington legislators hoped to discourage early predictions of election results.
    B. First Amendment
50. d. television advertising
51. b. private contributions
52. Federal Election Commission
53. to collect voluntary contributions from members and distribute money to favored parties and candidates
54. d. believes that candidates must spend money to convince voters of their integrity.
55. A. David Boren
    B. Thomas Berglund
    C. Thomas Berglund
    D. David Boren
56. Taxpayers can contribute one dollar of their tax money to the Presidential Election Campaign Fund by checking the appropriate box on their federal income tax return.
57. It required public disclosure of contributions, placed a limit on campaign expenditures, restricted contributions, and offered government subsidies for presidential campaigns.
58. c. setting a limit on an individual's independent political expenditures; d. setting a limit on the candidate's personal expenditures
59. A. $1,000
    B. $5,000
60. *Possible answers:* The federal government (1) donates matching funds from the Presidential Election Campaign Fund; (2) helps pay for a party's convention; (3) helps pay for a candidate's security; and (4) allows a candidate a special postal rate.
61. d. Voters would be more likely to be informed about state and local issues.
62. d. plurality.

CHAPTER 12

ECONOMICS: PRINCIPLES AND PRACTICE

1. a. rational and fairly consistent.
2. A. a natural resource
   B. a human resource
   C. not a productive resource
   D. a capital resource
   E. not a productive resource
   F. a human resource
   G. a capital resource
   H. a natural resource
3. Scarcity exists because resources are limited but economic wants are unlimited.
4. A. d. teaching a secretary how to operate the office computer
   B. a. going without health insurance
   C. b. providing poor neighborhoods with health facilities comparable to those in wealthy neighborhoods
   D. c. recycling old newspapers, aluminum cans, scrap metal, and glass bottles
5. (1) What goods and services will be produced? (2) How will these goods and services be produced? (3) For whom will these goods and services be produced?
6. A. Capital goods, such as tools and machinery, are used to produce other items. Consumer goods, such as

food or clothing, are products that satisfy individuals' economic needs and wants.

B. Capital goods help a society become more productive by increasing a society's capital resources, which can then be used to create more consumer goods and services.

7. Opportunity cost is the amount of goods and services that must be given up in order to obtain other goods and services. In this example, the deer hide could not be used to make moccasins because it was used to mend holes in the tepee. The moccasins are part of the opportunity cost of mending the holes in the tepee.
8. A. command
   B. traditional
   C. command
   D. market
   E. command
   F. traditional
   G. traditional
   H. market
   I. market
9. A. traditional
   B. market
   C. command
   D. command
   E. market
10. A. a. private businesses and individuals
    B. c. workers
    C. b. the public, usually through the government
11. Private individuals and businesses make most of the economic decisions in capitalist economies, while government planners are responsible for most economic decisions in socialist economies.
12. d. opportunity cost
13. A. geographical specialization
    B. resource specialization
    C. occupational specialization
14. Adam Smith
15. Adam Smith
16. A. The division of labor simplifies a worker's skill until it becomes menial, a skill that anyone can perform.

    B. The use of industrial machines leads to the replacement of skilled workers by unskilled workers and increases unemployment.
17. increases competition; decreases wages
18. d. self-interest
19. In a market system, producers must earn a profit to remain in business. Producers, therefore, decide which goods and services to produce and how to produce them based on the amount of profit they will earn.
20. (1) private property; (2) freedom of exchange; (3) competition; and (4) profit motive
21. d. how much of a product a consumer will demand at each possible price.
22. A. elastic
    B. elastic
    C. inelastic
    D. inelastic
23. one million
24. A. $4,000; 6,000,000
    B. $10,000; 4,500,000
    C. $16,000; 3,000,000
    D. $22,000; 1,500,000
    E. $28,000; 0
25. The demand for cars is elastic and the demand for gasoline is inelastic because: (1) Each increase in the price of a car is a greater portion of a consumer's income than each increase in the price for gasoline, so the consumer demand for cars changes more significantly in response to changes in price than the consumer demand for gasoline. (2) Reasonable substitutes exist for cars, but not for gasoline. For example, potential car owners can take public transportation, but a lower-cost fuel is not readily available.
26. (1) a change in the population distribution; (2) a change in consumer income relative to prices; (3) a change in the price of substitute items (ones that can be used in place of a particular product, e.g. a compact disc); (4) a change in the price of complement items (ones that are used in conjunction with a particular product, e.g. stereo components)
27. A. Demand will shift to a new curve because of the increase in population.

    B. Demand will move along the original curve because only the price is changing.

    C. Demand will shift to a new curve because the price of a complement item, ski lift tickets, changed.
28. A. The curve would shift to D_1.
    B. The curve would shift to D_2.
29. about 15 million bushels
30. b. grow barley on their poorer land
31. *Possible answers:* (1) the availability and cost of resources used in production; (2) the complexity of the factory or site where the product is produced; (3) the degree of difficulty involved in making the product
32. A. inelastic
    B. elastic
    C. elastic
    D. elastic
33. a change in the price of the human, natural, and capital resources used in making a particular product
34. 20,000; $40
35. 25,000 pairs of shoes
36. 75,000 pairs of shoes
37. d. upward and to the right.
38. (1) personal consumption expenditures—consumer spending; (2) gross private domestic investment—business spending for capital goods; (3) government purchases of goods and services—government spending; (4) net exports—the difference between spending on products exported from the United States and spending on products imported into the United States
39. A. would not be included because the electronic parts are not final goods and only final goods and services are included in the GNP

    B. would be included because the new stereo is a final good produced for sale

    C. would not be included because the GNP includes goods only when they are sold for the first time

    D. would not be included because the GNP does not include goods that are transferred from one private individual to another
40. A. earnings-and-cost approach
    B. flow-of-product approach
    C. earnings-and-cost approach
    D. flow-of-product approach
    E. earnings-and-cost approach
41. b. inflation and deflation.
42. d. Unemployment will decrease.
43. b. 25 percent
44. to determine the rate of inflation or deflation
45. b. high unemployment
46. A. b. coincident indicator
    B. a. leading indicator
    C. c. lagging indicator
47. price
48. a. gasoline taxes

49. lower; higher
50. A. *Possible answers:* (1) Decisions can be made quickly; (2) Only the owners are responsible for the success or failure of the company; (3) Profits are not shared with a large group; (4) These types of businesses are easy to organize and establish.
    B. *Possible answers:* (1) The owners are responsible for unlimited liability; (2) These businesses have limited life, if the owner or one of the owners dies or leaves the business, the business ceases to exist; (3) Large amounts of capital are necessary to start some modern industries.
51. *Possible answers:* Corporations (1) are formed by many people who share the start-up and maintenance costs; (2) must obtain a charter of incorporation from a state legislature or Congress; (3) issue stock representing ownership in the company; (4) have limited liability; (5) have unlimited life, that is, they can continue to exist and function despite the death of individual owners, the transference of ownership, or any other change in ownership, management, or labor; (6) can sell bonds to raise money; and (7) can easily transfer ownership from one party, or one group of principal owners, to another by selling stock.
52. Corporations pay their stockholders dividends, which are regular payments based on each share of stock they own.
53. A closed shop requires employers to hire only union labor. A union shop allows the employer to hire nonunion members who then must join the union within a specific length of time. An open shop allows the employer to hire union or nonunion labor and does not require employees to join the union.
54. a. the amount of the company's product that will be produced annually
55. individuals who once wanted jobs but have stopped looking for work, who want to work full-time but can only find part-time jobs, or who work part-time in family businesses but receive no salary
56. A. a. cyclical unemployment
    B. c. seasonal unemployment
    C. b. frictional unemployment
    D. d. structural unemployment
57. As an economy nears full employment, demand is strong and wages are high. Increased demand usually drives up prices, causing inflation.
58. A. demand-pull
    B. demand-pull
    C. cost-push
    D. cost-push
59. c. a retired woman who lives on a fixed pension
60. Mr. Murphy would recommend that you spend your money because during inflationary periods money decreases in value. A dollar will buy more now than it will in the future.
61. Money income is measured in terms of current dollars, while real income is measured in terms of constant dollars—the dollars of a certain base year.
62. d. Her money income has increased and her real income has decreased.
63. Banks set interest rates according to their expectation that inflation will remain stable. Banks earn less profit on their loans when inflation increases sharply because the value of money paid in interest is less than anticipated. Therefore, to maximize their profits, banks typically increase their interest rates.
64. During periods of inflation, tax revenues collected by local, state, and federal governments increase because inflation pushes the income of taxpayers into higher tax brackets.
65. d. zoning laws
66. a. automobile insurance
67. its ability to buy or be exchanged for products
68. A. b. demand deposits
    B. c. near money
    C. a. currency
    D. d. time deposits
69. the actions taken by the federal government to influence the money supply and interest rates through the Federal Reserve System
70. decrease
71. A. To contract the money supply, the Fed raises the discount rate, which discourages banks from borrowing and gives them less money to lend to customers. Conversely, to expand the money supply, the Fed lowers the discount rate, making it easier for banks to borrow and giving them more funds to lend to customers.
    B. To contract the money supply, the Fed sells bonds. It receives checks in exchange for these bonds, and money is then transferred to the Fed from the banks that issue the checks. Conversely, to expand the money supply, the Fed buys bonds, sending money back into the banks.
    C. To contract the money supply, the Fed raises the reserve requirement, leaving banks with less money to lend. Conversely, to expand the money supply, the Fed lowers the reserve requirement, giving banks more money to lend.
72. an easy money policy
73. $7.5 billion
74. Bank A — $100,000; $10,000; $90,000
    Bank B — $90,000; $9,000; $81,000
    Bank C — $81,000; $8,100; $72,900
    Bank D — $72,900; $7,290; $65,610
    Total money created by initial deposit — $309,510 ($90,000 + $81,000 + $72,900 + $65,610)
75. A. a. progressive tax
    B. c. regressive tax
    C. b. proportional tax
76. A. proportional
    B. regressive
    C. progressive
    D. regressive
77. individual income tax
78. grants to states and localities
79. b. a deficit budget
80. c. a reduction in federal income tax revenue
81. a. A balanced-budget amendment would reduce the burden of the federal government in funding social programs.
82. Fiscal policy includes government decisions that determine how spending and taxation will be used to achieve national economic goals.
83. A. Keynesian economists
    B. supply-side economists
    C. monetarists

84. A. b. Milton Friedman
    B. a. John Maynard Keynes
    C. c. Arthur Laffer
85. A. subsidy
    B. tariff
    C. quota
86. a. Trade restrictions can help phase out inefficient industries.
87. d. Prices would rise in the United States, but fall in Italy.
88. by agreeing to limit both the supply of a necessary good and control the price of that good
89. d. supply and demand.
90. 3
91. $20
92. A. weak dollar
    B. weak dollar
    C. strong dollar
93. A. strong dollar
    B. weak dollar
    C. strong dollar
    D. strong dollar
    E. weak dollar
94. d. raise the discount rate.

CHAPTER 13

GEOGRAPHY: AMERICA'S LAND AND PEOPLE

1. A. spatial
   B. ecological
   C. spatial
   D. ecological
2. A. The United States gained this area as a provision of the 1783 Paris Peace Treaty signed by the United States and England. (The northern part of Maine and a small portion of Minnesota were ceded by Great Britain in the 1842 Webster-Ashburton Treaty.)
   B. The United States purchased this area from France in 1803. (The northern part of this area, including parts of Montana, North Dakota, and Minnesota, was ceded by Great Britain in 1818.)
   C. The United States gained this area as a provision of an 1819 treaty signed by the United States and Spain.
   D. The United States annexed this area, which was an independent nation, in 1845.
   E. The United States gained this area as a provision of an 1846 treaty with Great Britain.
   F. The United States gained this area as a provision of the 1848 treaty with Mexico that settled the Mexican-American War.
   G. The United States purchased this area from Mexico in the 1853 Gadsden Purchase.
   H. The United States purchased this area from Russia in 1867.
   I. The United States annexed this area, which was an independent nation, in 1898.
3. A. The United States acquired this area as a provision of the 1899 treaty with Spain that ended the Spanish-American War.
   B. The United States acquired this area as a provision of the 1899 treaty with Spain that ended the Spanish-American War.
   C. The United States acquired this area as a provision of the 1899 treaty with Spain that ended the Spanish-American War.
   D. The United States acquired this area as a provision of a 1900 treaty with Germany and Great Britain.
   E. The United States acquired this area as a provision of a 1904 treaty with Panama.
   F. The United States purchased this territory from Denmark in 1917.
   G. The United Nations granted the United States trusteeship over this area in 1947.
4. a. 38°54'N, 77°01'W
5. longitude
6. 11:00 a.m.
7. You should call Atlanta at 9:30 a.m., Chicago at 10:30 a.m., Des Moines at 10:30 a.m., Phoenix at 11:30 a.m., and San Francisco at 12:30 p.m.
8. A. a. folding
   B. c. glaciation
   C. d. volcanism
   D. b. faulting
9. a. debris pushed in front of a glacier.
10. The movement of glaciers left mounds of broken rocks that blocked rivers, causing water to collect between these mounds.
11. A. c. Hawaii
    B. a. along the Colorado River in the Grand Canyon
    C. d. at the mouth of the Mississippi River
    D. b. in the foothills between the Appalachians and the Atlantic coastal plains
12. the San Andreas fault
13. an earthquake or volcanic eruption that occurs under water
14. the intensity of an earthquake
15. A. Yukon River
    B. Columbia River
    C. Snake River
    D. Colorado River
    E. Rio Grande
    F. Missouri River
    G. Arkansas River
    H. Mississippi River
    I. Ohio River
16. A. Colorado River
    B. Mississippi River
    C. Yukon River
    D. St. Lawrence River
    E. Columbia River
    F. Colorado River
    G. Yukon River
    H. Mississippi River
    I. Rio Grande
17. A. Rio Grande
    B. Ohio River
    C. Mississippi River
    D. Mississippi River
    E. Missouri River
    F. Columbia River
    G. Arkansas River
18. Lake Michigan, Lake Huron, Lake Erie, Lake Ontario, St. Lawrence River, Gulf of St. Lawrence
19. A. Colorado, New Mexico, Utah, and Wyoming
    B. Wisconsin, Illinois, Kentucky, Tennessee, and Mississippi
    C. Minnesota, Iowa, Missouri, Arkansas, Louisiana
    D. Connecticut River
    E. Red River
    F. Savannah River
    G. North Carolina and Tennessee
    H. Idaho and Montana
20. 1. Sierra Nevada Mountains
    2. Great Basin
    3. Rocky Mountains
    4. Great Plains
    5. Ozark plateau
    6. Mississippi River Valley
    7. Appalachian Mountains
    8. Atlantic coastal plains
21. Alaska Range
22. A. Washington
    B. New Mexico
    C. Massachusetts
    D. Pennsylvania
    E. Kansas
    F. Alaska
    G. Florida

23. A. a. Detroit, Michigan
    B. c. Mobile, Alabama
    C. d. Portland, Oregon
    D. f. San Diego, California
    E. e. Salt Lake City, Utah
    F. b. Juneau, Alaska
24. Weather is the condition of air and water components of the natural environment, such as temperature and humidity, at a specific time. Climate is the average of these weather conditions over long periods of time.
25. c. Southeast
26. Precipitation results from the evaporation of large bodies of water, which forms moisture-bearing clouds carried by wind currents. In the Great Plains, winds from the west are blocked by the Rocky Mountains, and winds from the east and south are deflected by the westerly drift of air and by the distance that winds must travel to reach this area.
27. Pacific trade winds travel for miles evaporating moisture from the Pacific Ocean. As these moisture-bearing winds rise over the mountains of Hawaii, the air cools and precipitation occurs.
28. The rainfall in southern California is concentrated during the winter, while the Sahara Desert receives most of its rainfall during the hot summer months. Because water evaporates more slowly during the winter, the ground has more time to absorb moisture and moisture stays in the air in the form of humidity longer in southern California than it does in the Sahara Desert.
29. Most of the sun's rays pass through the air without heating it. The heat then collects in and under the earth's surface, which, in turn reradiates and warms the air directly above it. Thus, the farther you rise above the main mass of the earth, the cooler the air becomes.
30. As the sun's rays enter the atmosphere, some of the heat is reflected and absorbed by dust and by clouds. In areas with no clouds to reflect or absorb solar radiation, such as the desert, more of the sun's rays reach the earth's surface, resulting in high temperatures. As the earth reradiates the heat at night, there are few clouds to reflect the heat back to the earth's surface, allowing the earth to lose heat quickly.
31. c. the Santa Ana winds
32. Southeast
33. contrasting temperatures of adjacent air masses, often occurring when a polar air mass meets warm, moist Gulf air
34. a. Florida
35. Seattle has milder temperatures because the westerly winds bring moderate weather conditions. Large bodies of water absorb less heat and tend to be warmer in winter and cooler in summer. Since the oceans are relatively cool in summer and warm in winter, Seattle has mild winters and cool summers. In Quebec, the westerly wind blows away from the land.
36. b. Denver, Colorado
37. Coniferous, or cone-bearing, trees are typically evergreens; deciduous trees, such as maples, drop their leaves.
38. A timber line is the line on a mountain above which trees will not grow.
39. Alaska
40. b. Florida
41. When grasses die at the end of each rainy season, they add plant material to the surface of the soil. The root system, which is deeper in grasses than in trees, also decays, spreading organic material throughout the soil.
42. a. higher levels of precipitation; c. a longer growing season
43. Before the introduction of cattle in this region, intense fires had burned regularly, killing all brush and trees. The grasses, which have an annual cycle, continued to grow. The large cattle population grazed on these tall grasses. Without these grasses, fires were less intense, allowing brush to survive in this area.
44. The technique of dry farming that was typically practiced on the Great Plains contributed to the Dust Bowl because, during this drought, there was not enough precipitation to restore water to the land that was left fallow. Farmers intensified the problem of the dry soil by removing the weeds that served to stabilize soils against wind erosion. Harvesting the wheat overturned the soils and left them exposed to wind, which dried them out and blew the topsoil away.
45. Southwest
46. d. the use of windmills
47. *Possible answers:* (1) to desalinize ocean water; (2) to melt icebergs; (3) to change to crops that are less dependent on water
48. The grassland of the Great Plains formed a thick layer of sod that was difficult to break. Without technology such as the McCormick reaper, Native Americans could not easily cultivate this land.
49. Fire cleans out the brush and stops the growth of forests. Berries and nuts typically grow better in areas that include pastures than they do in heavily forested areas because they receive more sunlight. Thus, a larger food supply exists in areas where fires occur regularly. This supply, in turn, can support a larger animal population.
50. A. increased
    B. decreased
    C. decreased
51. a. less than 3 percent
52. wheat and corn
53. A. Iowa; Illinois
    B. Illinois; Iowa
    C. Kansas; North Dakota
54. Idaho
55. raising beef cattle
56. Winter wheat is planted in the fall, grows slowly through the winter, matures quickly in summer, and is harvested in June. Spring wheat is planted in the spring and harvested in late summer.
57. west
58. The upper Midwest has a shorter growing season and receives less rainfall than the rest of the Midwest. Due to these conditions, agricultural products grown on this soil are less well developed. Farmers found that corn, for example, is smaller than average. Farmers decided that they could feed this underdeveloped corn to dairy cattle and obtain a higher profit from selling dairy products than from selling the corn.
59. Most of the grain is used to feed cattle.
60. A. planting the same plot of land with different crops from year to year so that crops that replenish the soil are grown in alternating years

B. a technique in which a particular field is planted only every second or third year to allow moisture to be restored to the soil during the time that the field lies fallow

C. a technique in which crops that do little to protect the soil are planted in alternating strips with crops that give better protection to the soil

61. a. dairy products

62. A. nonrenewable
B. renewable
C. nonrenewable
D. nonrenewable
E. renewable
F. renewable

63. a. 100

64. Minnesota; Michigan

65. copper

66. A. phosphate
B. potash

67. A. barn roofs
B. ponds; blackbirds; fence-rows of the Osage orange

68. People had: (1) made weapons out of its branches; (2) used the trunks of the Osage tree to carry the first telegraph lines; and (3) used the roots of the tree to furnish dye for uniforms.

69. A. f. Wyoming
B. c. Michigan
C. d. Ohio
D. a. Connecticut
E. e. Utah
F. b. Kansas

70. A. *Possible answers:* (1) Baton Rouge; (2) Beaumont; (3) Lafayette; (4) Louisiana; (5) Paris; (6) New Orleans

B. *Possible answers:* (1) California; (2) Nevada; (3) Arizona; (4) New Mexico; (5) Colorado

71. invention and diffusion

72. Acid rain is a phenomenon formally known as acid deposition, which is believed to occur when sulfur dioxide and nitrogen oxide emitted from vehicles and coal-fired plants return to the earth as acid compounds. It has been proven to stunt forest growth and contaminate the water supply.

73. nuclear winter

74. A. fourth
B. China, India, and the Soviet Union

75. c. New York; a. Alaska

76. a. clustered.

77. Northeast

78. New Jersey

79. Alaska

80. Oahu

81. d. 70-80 percent

82. New York City, Chicago, Los Angeles, Houston, Philadelphia

83. a. banking

84. Pearcy proposed that the boundaries of each of the thirty-eight states should be based on having a metropolitan area, or center city, at the center of the state.

85. A. the number of deaths of infants less than one year old during a particular year divided by the total number of live births during that year

B. the difference between the birth rate and the death rate in a population

C. the population growth rate at which the size of one generation is the same as that of the previous generation

D. the average number of children that women have in a population

86. A. lower
B. lower
C. lower

87. the length of time in which a population is expected to double in size based on current population growth

88. b. The dependency ratio was higher in 1980 than in 1900;
c. Life expectancy was higher in 1980 than in 1900.

89. 1. white females
2. black females
3. white males
4. black males

90. a. an increase in the proportion of elderly in the population.

91. b. 12 percent

92. d. A U.S. policy has allowed unrestricted immigration.

93. California

94. Asia

95. Mexico, the Philippines, Korea, and Cuba

96. b. the Pennsylvania Amish community in 1955

97. b. a decrease in the cost of land in the sunbelt states

98. *Possible answers:* (1) changes in population result in a reapportionment of representatives in the House of Representatives; (2) voters who move from one area to another take with them values and ideas that may alter political balances in the states in which they settle; (3) regions with large populations have more political power because national politicians are more apt to be influenced by the interests of states that have large numbers of voters; (4) a large increase in population may make a state eligible for more federal funds.

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